

Junior-Senior HIGH SCHOOL Clearing House

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VOLUME V

MARCH, 1931

NUMBER 7

EDITORIAL

EXTRACURRICULAR FRONTIERS

"The trouble with us all is that we agree too much." So writes one who has taken an outstanding part in forwarding the development of extracurricular activities.

There is no necessary sin in agreement, though there is scientific sin in the assumption that agreement inevitably spells truth. There may, however, be outstanding virtue in disagreement. If the disagreement is thoroughly comprehensible, intelligent, and sincere, and if it leads to an active re-evaluation of things previously assumed, it is likely to have this virtue. Things agreed upon offer means for improvement; things not yet agreed upon usually mark the spots at which improvement is next in order. Disagreements are in this sense the outposts of the educational frontier.

It is in the hope of stimulating sincere and well-considered disagreement that this issue of the CLEARING HOUSE has been planned. There are many points in the conduct of club activities in secondary schools at which appropriate procedure is by no means clear. How club programs may best be initiated, how they may best be organized and financed, how their results may be evaluated in terms of their purposes: these are all issues upon which an intelligent recognition of disagreement is necessary as a prelude to effective action. There is, indeed, an issue of even more fundamental importance than any of these, with respect to which the recognition of disagreements is essential—the question of

the purposes which club activities should serve in the first place. Not until the differing points of view upon all such issues have been thoroughly analyzed is there likely to be any definite assurance of progress.

The articles which comprise this number of the CLEARING HOUSE are intended to present, therefore, not final solutions, and especially not completely agreed-upon solutions, to the problems with which they deal. They do, it is true, describe practices or suggest points of view in which their authors find much to commend. But their object is primarily to raise those three questions with which Professor Paul H. Hanus used to test the professional souls of his students: What are you trying to do? Why are you trying to do it? Why are you trying to do it in that way? And their object is more likely to be achieved if the articles give point to sincere differences of opinion than if they are unhesitatingly accepted as "best answers."

"PROTECTION" FOR CLUB ACTIVITIES

There seems to exist one such difference of opinion as to the purposes which club activities should serve, or at least as to the relative degrees of emphasis which should be given to various purposes. Writing in this issue of the CLEARING HOUSE on "What is a Good Club?" Dr. Roemer says that "the whole purpose of a club is social and recreational." Mr. Allen dealing with the same question does not specify purposes directly; his criteria for judging clubs and

club programs imply that worth-while purposes may be almost limitlessly varied. Dr. Fretwell suggests that clubs should foster "interests . . . that can make for worth-while knowledge, skills, and appreciations, and for intelligent use of leisure now and in later living." Were all the persons who are taking active part in the development of club activities to be canvassed as to their independent views in the matter, it is probable that their statements of purposes would be no less different one from another than are these statements by three of the leaders in the field.

Yet there is at least one purpose implied in all three of the articles on "What is a Good Club?" to which every one concerned with extracurricular activities would almost certainly subscribe. That is the purpose of conducting club activities in such a way as to develop active interest on the part of the pupils who engage in them. This purpose seems to be so widely held and so highly regarded that it is commonly noted as a major reason-for-being of high-school clubs.

In the light of this purpose, is there not a measure of incohsistency in the present widespread effort to give all clubs a place within the weekly schedule? Is there not a similar inconsistency in the effort to devise plans by which club activities may be formally "credited" towards promotion and graduation?

Pupils ought to select their club activities, presumably, in terms of their own active interest in what the clubs make it possible for them to do and to learn. They ought to keep up their membership in clubs on the same basis. Yet when clubs are formally embedded in the schedule, there is always present the possibility—frequently the probability—that pupils engage in club activities not because they positively want to do the things that the clubs provide for them to do, but because they dislike to do those things less than they dislike to do the things

scheduled for them if they fail to engage in club activities.

The granting of credit for club activities may result in a similar confusion of pupils' motives. Genuine interest in club activities ought to lead pupils to engage in those activities without any other inducement than the pleasure and profit derived from engaging in them. When a largely extraneous inducement is added, as in the award of formal "credits," it may often happen that pupils will undertake club work simply because the winning of even a small number of "credits" by this means is less irksome than the task of gaining them otherwise.

There are many and weighty arguments, of course, both for placing clubs within the weekly schedule and for offering credit for participation in club activities. Club work is new, and in many communities its value may be recognized by parents and pupils only to the extent that the school itself sets a tangible value upon it. Well-conducted club work is valuable, so that it should if possible be provided for in such a fashion that pupils have full opportunity to avail themselves of it. One cannot lightly set aside the various considerations which have led many schools to offer club activities under the protection of the schedule, or of the credit system, or of both.

Yet it may be well to recognize that either sort of protection, when it is offered to all club activities from the very beginning, makes it difficult not merely for clubs to achieve their full purpose, but for any one to tell whether they have actually achieved that purpose or not. If clubs are indeed concerned to develop active interest on the part of their members, then the success of a club must be measured—in part, at least—by what it can do without protection.

May not a compromise between full protection and open competition with other activities be desirable? A compromise, which would retain most of the advantages of pro-

EDITORIAL

tection and competition both, might be secured by requiring new clubs to begin their activities outside the schedule and without formal credit. If pupils wanted a club strongly enough to be willing to organize it in out-of-school time, and if, once they had been helped to organize it, they found the club's activities sufficiently worth while solely in themselves to command support for a whole year or even for a whole semester, there would be good reason to believe that that club did actually succeed in appealing to pupils' interest. Perhaps not all pupils who might find the work of such a club valuable could engage in it in out-of-school time. But the club might, in a sense, serve an experimental apprenticeship outside the schedule in the hands of pupils who were able to take part in its activities under those conditions. Once it had thus established itself and demonstrated its worth, it might be accorded a place in the schedule, becoming open thereafter to all interested pupils, and carrying such credit as the school might find it wise to offer for approved activities.

That worth-while clubs can be conducted successfully without special protection, even when they must compete with "protected" activities, has often been shown in actual practice.¹ To require every club to establish itself in the beginning without protection might have the happy result both of obliging each new club to be reasonably effective and well-conceived, and of stimulating teachers and pupils alike to devise activities which would prove thoroughly worthy of official recognition.

CLUBS WHICH STAY CLUBS

Clubs which are worthy of official recognition give promise of persisting indefinitely, in some school, merely as parts of the extracurricular program. They are found side by side with traditional classroom work

—effective and well-conceived science clubs paralleling formal textbook courses in specialized science, interestingly conducted reading clubs accompanying stereotyped teaching of "the classics," worth-while travel clubs and shop clubs and music clubs functioning under the same auspices as routine classroom work in the fields with which the clubs deal. The clubs in these schools may take their starting point in the curriculum; they may even "lead back," so far as pupils' interests are concerned, into the curriculum; but they and the curriculum continue to occupy distinct places in the schools' programs—places which to all outward appearances are noninterchangeable.

It is questionable whether clubs which are thoroughly unlike the curriculum—or a curriculum which is thoroughly unlike the school clubs—ought to have any permanent place in a school's offering. One of the strongest arguments advanced for the establishment of clubs rests on the improvement which clubs may bring about in the curriculum. Through the development of more valuable subject matter and more effective methods of teaching, clubs have been looked to for important contributions to our knowledge of how to deal with the curriculum itself. If a school has found in well-conducted club work no moral for the conduct of its curriculum (assuming that its curriculum is like most other high-school curriculums), the school has gained from its club program only a part of the value that may be inherent in it. Clubs which actually contain no moral for the conduct of curricular work ought to be looked upon with suspicion; curricular work which remains unmodified in the light of a successful club program ought to be equally suspect.

Hence clubs which are worthy of official recognition—clubs which have passed successfully, that is to say, through a preliminary period of experimentation and trial—

¹See, for example, Mr. Sammartino's account in this issue of the CLEARING HOUSE of the evening meetings of the Circolo Italiano.

ought not to persist indefinitely merely as parts of the extracurricular program. In the case of most clubs, much of their subject matter and nearly all of their methods of encouraging and guiding pupil learning ought to be transferred to the school's curricular work as rapidly and completely as the genius of the faculty may permit. Whether the renovated classroom work which should result ought to be called "curricular" or "extracurricular" is of no great account; it may be unlike either curriculum or extracurriculum in their present forms. But it should in any case represent a notable advance over a curriculum and an extracurriculum which are content merely to "stay put" with respect to each other.

CLUBS AND THE BOY SCOUTS

Other things than the curriculum and club activities sometimes stay unfortunately "put" with respect to each other. School club activities and similar activities sponsored by out-of-school agencies continue to have all too casual an interrelation.

Mr. Walter M. Taylor, Jr., who prepared the bibliography of objective studies in extracurricular activities which is included in this issue of the *CLEARING HOUSE*, had it in mind originally—still has it in mind, indeed—to investigate the extent to which club activities in the public schools supplement and are supplemented by the extensive program of training sponsored by the Boy Scouts of America. He chose the Boy Scouts as illustrative of all the out-of-school organizations which are carrying on what may be termed extracurricular work. He selected this particular organization partly because it comes in close touch with public-school pupils all over the country, partly because the expressed aims of the Boy Scout program parallel in many particulars the aims of club activities in the schools, and partly because the Boy Scouts are frequently mentioned in discussions of extracurricular

activities as one of the out-of-school agencies with which the schools may most profitably coöperate.

So far as concerns the discovery of purposeful and extensive interplay between the Boy Scouts and the schools, even in any single instance, Mr. Taylor's investigation has thus far been entirely unproductive. He has found instances—as in the public schools of Detroit, for example—of the use of school buildings and equipment by Scout troops, and of official encouragement by school authorities of Boy Scout activities. He has found instances also—many of these—of active participation in Boy Scout work by individual teachers and principals. But he has thus far come upon no examples either of school club programs which are systematically designed to recognize and take advantage of Boy Scout activities, or of Boy Scout programs thoroughly coördinated with club programs in the schools; and he has been informed by National Boy Scout Headquarters that Headquarters officials are acquainted with no such examples.

Perhaps the explanation for this lack of intentional interplay lies in the doctrine of certain writers on the subject that between the schools and the Scouts the ideal to be sought is "coöperation but not incorporation." "Incorporation" may be readily granted to be undesirable: the schools as well as the Scouts can point to articles in their fundamental platform which rule it out as disadvantageous to every one concerned. But "coöperation" ought to mean a great deal more than living together peaceably side by side; and that is about all it appears to mean in present practice.

Will Rogers said of President Hoover not long ago, that though Mr. Hoover has never aspired to be a professional orator, he made at the Child Welfare Conference in Washington a speech which a professional orator might be glad to have made.

EDITORIAL

Of the organizers of the Boy Scouts of America it may be said with equal justice that though they have never aspired, in a sense, to be professional educators, they have accomplished many things which professional educators might be glad to have accomplished. Yet education as a whole might profit markedly, if what the Boy

Scout organization has done and can do in its field were more definitely coördinated with what the public schools are attempting to do—and if, in similar fashion, what the public schools are attempting took more active cognizance of out-of-school extracurricular activities.

F. T. S.

WHAT IS A GOOD CLUB?

Generations of students have responded to their teachers' questions with the all too familiar reply: "I know the answer, but I can't put it into words." Generations of teachers have countered with their own well-learned response: "If you can't say it, you don't know it. Sit down."

The teachers have not always been right. It is quite possible to recognize an elephant every time one meets such an animal, even though one may not be able to frame a definition of "elephant" which scientists—and teachers—will accept. The fact that one can "say" in one's own words is likely to be sound evidence, of course, that one "knows"; but knowing may come earlier and more readily than the ability to put knowledge into words.

Perhaps it is too early for any one to put into words the answer to the question: What is a good club? Clubs are so new; they seem to have so many possibilities; and they adapt themselves so readily to widely differing circumstances and needs that to define their essential qualities is far more difficult than to recognize worth-while qualities in any single example. Yet the effort to provide a general definition of the good club may be of no little value. Such a definition will show to what extent—in the eyes of its author, at least—our present "knowing" about clubs is real knowing; and the things which the definition omits, or the things which it touches on only tentatively, will be hardly less significant than the things to which it gives direct and specific attention.

Hence, the three definitions which follow are of great interest in the present period of widely varying practice with respect to club activities. The definitions come from three men whose thought and experience have qualified them admirably to write on the question with which they deal. Their answers to that question differ somewhat in the points with which they are directly and specifically concerned. The answers differ even more in the points to which they give primary emphasis. Agreements and differences alike are worth more than merely casual attention: they suggest matters with respect to which every one at all intimately concerned with club activities may well scrutinize his own accepted policy.

F. T. S.

MY IDEAL CLUB

JOSEPH ROEMER

*Professor of Secondary Education and
High-School Visitor, University
of Florida*

A club is a voluntary organization of high-school students built around a common interest the motive power of which is generated from within. There is a consuming interest in some project or hobby leading to an activity lasting over a considerable period of time. When a club is functioning right its members are deeply interested, enthusiastic, courteous, coöperative, and active. It moves along under its own steam, but is ever responsive to the suggestions of the teacher sponsor. The sponsor is an integral

part of the organization, but functions merely as guide and counselor and never as dictator. It goes without saying that it is necessary that the members of the club have in hand the techniques for orderly procedure in carrying on their program.

Since the whole purpose of the club is social and recreational, its chief undertaking consists in the development of adolescents, morally, socially, and spiritually, by guiding them into and through activities especially designed to achieve these ends.

CRITERIA FOR JUDGING SCHOOL CLUBS

CHARLES FORREST ALLEN

*Supervisor of Secondary Education,
Little Rock, Arkansas*

The value or worth of the school club program will depend chiefly upon two criteria: (1) the service the club program renders the school, and (2) the service the clubs render the pupil. The size, the needs, and the facilities of schools vary. What is good for one community under certain con-

ditions may not be desirable for another community with different patronage, a varied pupil body, and a differing faculty personnel. Definitely allotted values cannot be justified on a point-rating scale for the reason that the absence of a value assigned to some particular phase, or a very low rating, may thereby alone invalidate the whole plan. Hence, a yes-and-no scheme of judging is suggested. Letter ratings may be used and results thereby compared, if desired.

The criteria proposed below are for checking clubs in operation and not for judging a program being introduced. They may be used for checking both the non-administrative (hobby or special-interest clubs) and the administrative types of clubs (monitor and other school-service types). The columns to the right are for checking conclusions of each observation made. Other columns may be added as need arises. The yes and the no replies should be canceled according as the reply is satisfactory or unsatisfactory. Subheads and additional items may be added if a more detailed analysis is desired.

A—Criteria for Judging the Club Program as a Whole

1. Is the club program headed by a capable sponsor?
2. Are the club offerings varied to meet local needs?
3. Is the program dignified by a definite place in the daily schedule?.....
4. Is each club sponsored by competent faculty members—trained, interested, enthusiastic, coöperative?
5. Is membership limited to bona fide students of like interests and ability to profit?.....
6. Are self-perpetuating organizations excluded from the sponsored list?.....
7. Are definite and worth-while purposes required before clubs are chartered or approved?
8. Are offerings limited to local facilities and actual needs?.....

Date

Rating of Visit

Etc.

Rating of Visit		Etc.
Yes	No	
Yes	No	
Yes	No	
Yes	No	
Yes	No	
Yes	No	
Yes	No	
Yes	No	

EDITORIAL

*A—Criteria for Judging the Club Program
as a whole (Continued)*

9. Are all offerings authorized by local school authorities?
10. Is there general participation by the student body?

B—Criteria for Judging the Individual Club

1. Is there a faculty sponsor—capable, sympathetic, enthusiastic?
2. Is the purpose evident, result evident, interest sustained?
3. Is the club approved by school authorities? ..
4. Is the club meeting a local need—"hobbies," or other interests of its members?
5. Is membership limited to membership in the school?
6. Is the club democratic—open to any one interested in the activities of the club and who has ability to profit while a member?
7. Does the club meet at school, during school, regularly, for limited time?
8. Is participation of members encouraged but limited; are fees limited and stated in advance?
9. Are programs planned, approved, and posted in advance?
10. Do the club's activities often grow out of curricular work?
11. Does the club foster a helpful school morale, a spirit of service, and cooperation?
12. Is the club conducted in a parliamentary manner, all taking part, the sponsor guiding?

Date

Rating of Visit

Etc.

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

TEN TESTS FOR A SCHOOL CLUB

ELBERT K. FRETWELL

*Professor of Education,
Teachers College, Columbia University*

Ten tentative tests¹ are proposed as one means of thinking through the activities of a school club.

1. *Common interest:* The club is composed of a group of pupils of about the

same level of achievement in respect to the activity of the club, who voluntarily join the club because of a common interest in the activity to be carried on.

2. *The common interest may grow out of any one of three possible sources:*

a) *Grow out of the curriculum:* The common interest may be discovered in the curriculum and it may be of such a nature that this particular group desires to follow it beyond the bounds of the curriculum as the curriculum now exists. Wherever possible the club should grow out of the curriculum. Classroom teaching that enables pupils to discover worth-while interests is a real basis of club activity.

¹I should like to express my indebtedness for criticism of the "Ten Tests" to Professor Philip W. L. Cox, School of Education, New York University; Professor Francis T. Spaulding, School of Education, Harvard University; Mr. C. H. Threlkeld, principal of Columbia High School, South Orange, New Jersey; Mr. Eli C. Foster, principal of Central High School, Tulsa, Oklahoma; and Mr. M. Channing Wagner, Assistant Superintendent of Schools in charge of Secondary Education, Wilmington, Delaware. However, no one of these five gentlemen necessarily agrees with what is expressed here.

E. K. F.

b) *Exploration and experiment:* The club may explore a promising field of activity that has not yet become a part of the curriculum. In this field the teacher-sponsor and the pupils may experiment with materials profitable to the pupils here and now, and which, after necessary tryouts, may become a part of the accepted curriculum.

c) *Permanently outside the curriculum:* The club may be based on a common interest of pupils that is and probably will remain outside of the curriculum. The curriculum should be founded on pupil interests, but the curriculum does not necessarily include all the pupils' worth-while interests.

The taught and tested curriculum of the school does not now include, never has included, and probably never will include all of the worthy interests that pupils have and that can make for worth-while knowledge, skills, and appreciations, and for intelligent use of leisure now and in later living.

3. *Size of the club:* The club is large enough to provide a situation whereby there is group stimulus and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.

4. *Active participation:* This voluntary group is composed of pupils of about the same ability in respect to the activity of the club, who are actively finding out what to do, planning how to do it, and doing it. Nonparticipation automatically eliminates a member from the group. The club is for workers. Intelligent followership is recognized; leadership is adequately distributed; and responsibility willingly and effectively assumed.

The comparatively passive listener may receive some benefit or even "catch" an active interest by belonging to the club. However, since it is impossible to belong to

many clubs at the same time, the pupil probably is achieving most in exploring both his own capacities and major fields of possible activity and in developing his knowledge, skills, and appreciations by belonging to a club in which he has a definite, active interest.

5. *A stepping-up program:* The club program provides for successive steps in achievement with appropriate recognition at each step. This plan of motivation requires that the members' attention span be taken into consideration and consequently that the "steps," especially the first and the second ones, shall be large enough to challenge the individual, but not so great as to discourage him.

All pupils will not advance in the successive steps; some pupils will find worthwhile, satisfying activity in a lateral spread of the leading-on interest. However, the club should expect most members to proceed in successive, advancing steps in achievement.

6. *Satisfaction:* The club is composed of a group, the members of which find satisfaction primarily in the activity of the club rather than in a showing-off exhibition to nonmembers.

7. *Pupil membership:* The school in its scheme of organization and administration of clubs provides for the transfer in an honorable and dignified manner to another and a desired field of a club member who finds he is no longer interested in the field of the club's activity.

8. *The club's relation to the school:* The school is attempting to fit its pupils to live in a democratic society and to make democratic society a fit place in which to live. The club chartered by the school, while serving the pupil, renders some definite service to the school in aiding the school to achieve its objectives.

9. *The club name:* The name of the club

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and the names of the ranks in the stepping-up program have an appeal to the imagination of the members.

10. *The club sponsor:* The adult sponsor has a healthy curiosity and a real interest in the field of activity and has or comes to have a genuine delight in the personnel of

the club. This adviser knows what to advise, when to advise, how to advise, and in what amount.

It is the writer's opinion that a club which is fairly described by the preceding tests has some of the characteristics, at least, of a worth-while club.

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CHARLES FORREST ALLEN

EDITOR'S NOTE: In "What is a Good Club?" Mr. Allen suggests criteria for judging the value both of a club program as a whole and of each club which finds a place in the program. He here presents a plan for setting in operation a club program which will meet those criteria. Mr. Allen's background of experience as a secondary-school administrator and supervisor, as a teacher of university courses in secondary education, and as a student and writer in the field of extracurricular activities lends special significance both to his list of steps to be considered in initiating a club program and to his illustrations of effective procedure.

F. T. S.

What a waste of time has been condoned in the name and in the procedure of the school club program! Principal A hears that the club program in School X has been praised as an excellent means of accomplishing one or more of the seven cardinal objectives of secondary education. He must keep his school as up-to-date as his neighbor's school. He is eager to give to his pupils the best opportunities of "learning to do by doing," so he decides to take a summer course in extracurricular activities or to visit School X and see a club program in action, and then start a club program in his own school. He thinks the matter over during the summer and formulates his plans on the basis of what he has studied and seen. When September comes, he is ready with a program which the teachers look upon as just one more routine obligation. School starts, the principal presses the button, and the school club program is launched—to fail.

The faculty has not been prepared, the patrons do not see the need for so many social affairs nor for so much fun in a school's schedule of daily activities. The pupils prefer the club time for study so that they may have more time for their own social cliques or other after-school affairs.

The program proceeds half-heartedly for a term or so, is deemed a failure, and then discontinued. The faculty, the pupil body, and the patrons had not been prepared for the new scheme of activities.

The school's program may be introduced in a number of ways. Local conditions vary so much there probably is no one best way for initiating the club work in any certain school. Whether the program will be launched *in toto* or whether it will be introduced gradually as it proves its value in the school's schedule of activities must be determined by local conditions. The local principal should approve and be in sympathy with whatever plan is attempted. He may lead the program personally in the smaller school. In the large school he may work indirectly with some one whom he has appointed as sponsor of the program, and who will assume direct leadership in sponsoring the club work. In any event, a full program should not be attempted until the faculty have been convinced of the educational opportunities the program offers, and until they are prepared to sponsor the activities to which they will be assigned.

If the principal has a wide-awake faculty who are familiar with the responsibilities that they will be called upon to assume,

plans may be laid and carried out for launching the program in one serious effort; but if teachers do not understand the purposes of the program, are unfamiliar with the technique of sponsoring clubs, and are not in sympathy with the new movement, the program had better be postponed till more adequate preparations have been made.

Those who are to be the greatest participants in the program are the students themselves. Any plans for the club movement, therefore, should take the student body into consideration before the club program is launched. While it may not be necessary to inform the public as to details of what is proposed, it is well that the public know something of the purposes and the methods of the club program in general. It will aid the whole club movement if club activities and actual club work are demonstrated before parent-teachers associations and other organizations, at which times pupils illustrate orderly and systematic club procedure, demonstrate how citizenship is fostered, and show how various kinds of practical information are obtained through membership in the school clubs.

Elsewhere in this issue of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE can be found a checking list for judging a club program in operation, but initiating a club program is very different from conducting one. The one responsible for the program must determine what kind or kinds of club activities are to be initiated: whether to build on the kinds of club activities already in operation or begin an original program; whether to take over fraternal or semifraternal organizations already existing or ignore them; and whether to start with the national type of club organization, the administrative type, or the nonadministrative type. He must also decide whether he is to attempt a full club program, or whether to begin with one or a few and show the values and services derived from

these few clubs before expanding the club program to include all pupils and teachers.

In one school it may be well to plan for a full program, but in another school where the faculty is skeptical of the claims made for the club activities, it may be well to begin the club work in a quiet way and expand the activities as sentiment and success of the club program may suggest.

In order to avoid oversights and as a means of reminding oneself of the steps to be considered in initiating the program, a checking list of "reminders" is suggested as follows:

I. Preliminary requirements

1. A belief in the values of the club program; purposes definitely stated
2. A principal, aggressive and progressive, supporting the movement
3. A faculty sufficiently prepared to assure the success of the program
 - a) Prepared through special college courses
 - b) Prepared through local study properly directed
 - c) Prepared by visitation and study of representative school club programs
4. A student body ready for participating in the club offerings
 - a) Prepared through homeroom study and discussion and through assembly demonstration
 - (1) Directed by teacher sponsors
 - (2) Directed by student-council representatives and guided by the council sponsor
 - (3) Informed by mimeographed lists of clubs with brief descriptions of each club including cost, etc.
 - (4) Enlightened and stimulated by successful council, homeroom, and other similar experiences
 - b) Encouraged and guided by sympathetic faculty sponsors
5. A plan approved by the school board or other proper authorities
6. A place on the school's program properly provided
7. Hour and place of meetings definitely determined
8. A general sponsor appointed; committees for details appointed

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9. Club sponsors selected
 - a) According to hobbies and abilities
 - b) According to clubs desired by pupils
 10. Pupils properly scheduled
 - a) Schedules arranged according to choices previously determined by bulletin of club information
 - b) Pupils notified where to meet and the hour and day of meeting
 11. Plans for every teacher participating; every pupil participating
 12. Membership democratic; self-perpetuating membership prohibited
- II. The club's first meetings
1. According to hour scheduled, and on school premises
 2. With sponsor in charge, and parliamentary procedure observed
 3. Each member introduced by himself to get acquainted
 4. Purposes and plans of work discussed
 - a) Sponsor's plan definitely in mind
 - b) Pupils' ideas encouraged
 - c) Temporary plan agreed upon
 5. Time set for election of officers
 - a) After opportunity for acquaintance
 - b) During last half of first meeting or during second meeting
 6. Plans for keeping record of attendance
 7. Temporary committees appointed for arranging next program
 - a) Programs may grow out of curricular work
 - b) Programs may not be connected with curricular work
 - c) Programs should have educational values
 8. Minute book supplied each sponsor
 - a) To contain names of members
 - b) To be kept subject to call by general sponsor
 - c) To be used by sponsor as aid in checking work of club
 9. Constitution
 - a) Generally unnecessary for informal school clubs
 - b) Purpose as stated in bulletin announcing club and approval of principal sufficient
 - c) Not usually a major purpose of the club; time should be given to real purposes of the club
 10. Parliamentary procedure practised
 - a) Proceeding in parliamentary manner as an aid to good discipline
 - b) Beginning on time, continuing with enthusiasm, ending on time, all having participated
- III. Dangers to be avoided
1. Selection of sponsors unprepared for particular responsibilities
 2. Club membership too large or too small
 3. Pupil's election of clubs based upon popularity of teacher
 4. Pupil's sacrificing his own real interest to be with chum
 5. Too much or too little variety in club offerings
 - a) In the nature of the proposed clubs
 - b) In the type of work within the club elected
 - c) In the change of club elections from term to term
 6. A teacher-imposed rather than a pupil-proposed program
 7. Teacher-sponsor leading rather than guiding the meetings
 8. A few pupils participating rather than all participating
 9. Lack of teacher planning: programs should be planned and posted in advance
 10. Too many pupils not securing club of first interest; incompatible sponsors and pupils
 11. Too much or too little variation in programs
 12. Jealousies of any or all concerned
 13. Exploitation of subject matter in subject clubs
 14. Too many club activities; interference with scholarship standing
 15. Too little or too much supervision

The one responsible for initiating the club program in a school system may modify and amend the above checking list to suit his local conditions and then use it to check his own thinking and planning in introducing a club program into his local school. The extent of pupil participation in other school activities will affect the rapidity with which the club program may be introduced, and the manner of introducing it. Where a successful student council is in operation and where students are accustomed to participating in such school activities as are

found in well-conducted homeroom work, the problem of extending the school's activities program to include club work is an easy procedure; but where pupils, patrons, and teachers have not been prepared for the work and where no other such school activities are in operation, the problem of initiating a successful club program becomes a real one and oftentimes a serious one.

Since the homeroom and the assembly offer the best means of promoting the club idea, it seems the part of wisdom that a successful scheme of conducting homeroom and assembly exercises will precede the initiation of the club program. Sponsors and committees should formulate tentative plans which should be discussed in the homerooms and crystallized in assemblies. Whether the movement will be carried on under direct control of student-council officials with approval of the proper school authorities will depend upon local conditions. Both theory and practice, however, suggest that the more pupils plan and do by themselves under faculty guidance, the more successful will be the results.

The procedure suggested in this discussion can probably be made clear by describing briefly a plan used for introducing a club program in a midwest junior high school of fifteen hundred students.

The school had a rather unsystematic scheme of conducting its homeroom and assembly exercises. Its faculty was little trained in the extracurricular idea, but was alert to the best opportunities available in school procedure. The principal believed thoroughly in the possibilities of the extracurricular program as did one member of the teaching faculty. This teacher was appointed chairman of a committee of three whose duty as stated was to investigate the local extracurricular program and make recommendations. The principal kept in close contact with the chairman of the committee. Together they planned a term's

study of extracurricular activities. As the study progressed, various committees were appointed for special study, one of which was a committee to study and make recommendations regarding a proposed club program for the school.

In the meantime, under the general directions of the sponsor of the activities program and directly in charge of a progressive and wide-awake faculty member, a club known as the Cafeteria Club took over the responsibility of conduct in the cafeteria and relieved three shifts of teachers who had been serving overtime duty there. Many criticisms and forebodings were uttered at first, but soon the order improved and the director of the cafeteria was amazed to find that no silverware was missing, no waste was left on the floors, and order generally was decidedly better. In the meantime teachers who had been policing the cafeteria were now enjoying that period for rest. The pupils themselves appreciated the change, and a new type of service was being demonstrated to the teachers and to the pupils.

While the cafeteria experiment was being conducted, a library club was organized in a similar manner and for a similar purpose. It began with a few after-school volunteers who were sponsored by an enthusiastic teacher of English. Activities of the Library Club consisted, at first, chiefly in caring for the library reference work and checking the books in and checking them out. But the pupils soon noticed that certain books or sets of books needed repairing. At their suggestion the Library Club was increased to a membership of sixty pupils and duties subdivided to include mending and repairing. As stated by the secretary of the club when making her term's report of the club's work, as more mending was done by the pupils themselves, less mending became necessary.

The Library Club now had a membership

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of more than sixty. Subcommittees were organized for caring for reference work, which was the original purpose of the club. Some students were especially interested in and adept at mending. Other students were interested in the office side of the library problem and asked to assist in the cataloguing and in the accession phase of the library work.

While these special cafeteria and library-club activities were proving their worth in the service rendered to the school and their values to those participating, the study of the club idea was progressing under the faculty sponsor, who coöperated with the principal in his plans for a full club program in which every teacher would sponsor some club activity and every pupil would participate in some club program.

The success of the Cafeteria Club had suggested other clubs with duties such as those of hall monitors, assembly monitors, and office helpers. The balancing of club service with social activities of the clubs attracted the attention and interest of other students till it required only a few suggestions to stimulate requests for the organization of various clubs. The Library Club separated into three clubs, the Library Club, the Reference Club, and the Repair Club; the Cafeteria Club grew into several service clubs, which type of club work was classified as "administrative clubs"; and the social features of the original clubs together with a desire on the part of the students to follow some particular hobby all combined to emphasize the need for a more general and varied school club program.

The committees that had been making special study of the school's club needs had tabulated the results of their survey and reported a list of clubs desired by the pupils. Teachers selected the clubs of their respective hobbies and agreed upon those that could be sponsored. A club bulletin explaining briefly each club, naming its spon-

sor, and stating prerequisites and costs, if any, was then sent to each homeroom with explicit directions for pupils in making a first, a second, and a third choice. A full activities period on one day was set aside as club period. No provision was made for those not electing some club, a fact which automatically caused each pupil to select a club.

The club sponsor then prepared the club schedule in duplicate, sending each homeroom teacher the assignments of her pupils to distribute to them, and sending the other list to the respective club sponsors. The day and hour of the first meeting were stated. Specific directions were mimeographed and at a special faculty meeting were distributed and explained. At the hour named and on the day designated, five months after the first meeting of the Library Club, fifteen hundred students met with forty-three teacher-sponsors in a club program that has continued to the present time.

Now, one faculty member sponsors the program and is responsible for its semi-annual organization. Each pupil and each teacher participate in the club activities. A bulletin announces the list of clubs, gives a brief description of the proposed activities to be carried on by each, states costs and prerequisites, if any, and gives any other information needed to enable the pupil to register on the day for scheduling clubs. Each pupil schedules himself by securing the signature of the sponsor concerned. Thus either pupil or sponsor may elect or reject in such manner as to provide against incompatible personalities. The plan is educational, economical, and efficient—and it works. The principal keeps in touch with the many club activities by casual inspection of all, by occasional inspection of each club's minute book, and by special assistance which his inspectorial visits and the club minutes suggest to him. A point system limits pupil club activities, and a plan of

semiannual election of clubs provides a varied club experience for the students of the school. Possibly the program could have been initiated in shorter time, but the principal and his committee took the surer method of preparing the seed bed before sowing the seed, and of cultivating the growth before attempting the harvest.

Other clubs are now organized whenever sufficient numbers request such clubs, providing good reasons are given and sponsors can be secured. No doubt some time is wasted in certain clubs, but probably not as much in proportion as is wasted by some teachers in some of the school's curricular activities.

THE ORGANIZATION OF AN ACTIVE CLUB PROGRAM

MARIE McNAMARA

EDITOR'S NOTE: Miss McNamara is guidance director in the Augusta Lewis Troup Junior High School of New Haven, Connecticut. Her position carries with it direct responsibility for counseling, homeroom organizations, and club activities. The plan which she has instituted for the organization of clubs from year to year is therefore unusually well correlated with the general guidance program of the school. The plan is particularly noteworthy not merely for its bearing on guidance, but for the provision which it makes for changing interests on the part of teachers and pupils.

F. T. S.

No plea is needed for the establishment of club programs in junior high schools. Purposes and objectives, both immediate and deferred, are well understood, and all progressive junior high schools are providing for recognition of this phase of extra-curricular activity. But a problem that does confront us is how to organize and administer the club program so that it will best serve individual needs and interests and accomplish the objectives for which it was instituted.

Club programs should be as different as the schools in which they function. They should vary from year to year within a school to meet the needs of a changing population. The club program of the Augusta Lewis Troup Junior High School has been so organized as to make this variation possible. For the school year 1929-1930 the program at Troup was put into effect in a series of seven steps. The first step was carried out in April 1929; the last step was completed in September of the following school year. The seven steps on which the program was based are here briefly described. Material quoted is taken from bulletins issued to the homeroom teachers, the homeroom being the place where pupils' club choices are made.

STEP 1

Teachers were asked to devote a homeroom period to a guidance lesson on the worthy use of leisure time. An outline of the lesson follows:

1. Purpose

a) To explain to pupils that leisure is not an end in itself but a means that should be used to broaden one's interests and to enable the individual to be in better condition for work.

b) To show the relation between the club program at Troup Junior High School and the worthy use of leisure.

2. Suggestions

a) Discuss with pupils the value of leisure, the increased amount of leisure due to shortened working hours, the best ways of using leisure, the value of having a hobby, and the various kinds of hobbies.

b) Have pupils tell about the ways in which they spend their leisure (after school, Saturdays, holidays, and vacations).

c) Some pupils enjoy telling about the leisure-time activities of their parents.

d) Discuss the club program in a junior high school in relation to suggestion (a) above.

e) Have eighth- and ninth-grade pupils

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describe the activities of the clubs in Troup in which they have been members.

STEP II

The lesson on the use of leisure was followed by a second lesson devoted to a survey of pupils' club interests. This lesson was outlined as follows:

1. Purpose

a) To find out which clubs our pupils would like to join this year as a basis for selection of club choices by teachers.

2. Suggestions

a) Each pupil should hand the homeroom secretary a written statement of the names of not more than two clubs of which he would like to be a member this year.

b) These club choices should be listed together with the frequency (e.g., "Radio 6") and the homeroom number, but not the pupils' names, and sent to the guidance office at the close of the homeroom period.

c) Explain to pupils that they are not selecting clubs at this time but merely indicating clubs that they would like to have formed.

STEP III

A bulletin containing the results of the survey of pupils' club interests was submitted to teachers. Forty-three individual clubs were listed as having been requested by a representative group of pupils and thirty additional clubs were named. Teachers were asked to submit the following information relative to two clubs which they would like to sponsor for the school year.

1. First Choice

- a) Objectives
- b) Activities
- c) Expense
- d) Maximum membership

2. Second Choice (as above)

Teachers were asked to be guided in their selection of clubs by pupils' interests, but were not necessarily restricted to the result of the survey. They were told that

they would be notified which of their club interests they would be asked to sponsor, after pupils' choices had been made.

STEP IV

During homeroom periods emphasis had been placed upon assisting the homeroom teacher to discover interests of pupils and upon enabling boys and girls to learn how interests and abilities may be discovered through school studies, try-out courses, school activities, working and leisure-time experiences. Both a knowledge of interests and ways of discovering interests will lead to wise choosing of clubs and will eliminate undue requests for changes after clubs have been organized.

The fourth step consisted in submitting to homeroom teachers a bulletin from which the following is quoted:

1. Club Objectives

- a) Practice worthy use of leisure
- b) Training in democratic citizenship
- c) Recognition of individual differences

2. Suggestions

This bulletin contains a list of club opportunities for next year. The features of these clubs as outlined should be explained during the homeroom period and pupils led, through self-analysis and with the assistance of the homeroom teacher, to make wise choices. The club list should be posted on the homeroom bulletin board and a day or two following the discussion of the clubs allowed for the perusal of the list before decisions are required. Encourage pupils to acquaint their parents with the club opportunities which the school offers.

On club election cards which will be supplied each homeroom, pupils should indicate their first and second choice. As it will be impossible to place all pupils in their first choice, the second choice will be considered just as important as the first.

Club election cards, together with a list of pupils in the homeroom, alphabetically

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arranged on foolscap paper, should be returned to the guidance office.

3. Club Opportunities for 1929-1930

[The following are samples selected from the sixty-five opportunities listed in the bulletin and offered as a result of steps one, two, and three, described above.]

BIRD LOVERS

- Activities* Study of birds
Collection of pictures and clippings relating to habits and uses of birds
Walks through parks and the country to study birds
- Objectives* To protect and teach love of birds
To lead boys and girls to make bird houses and feeding boxes and to place them in their yards, balconies, etc.
- Expense* Ten cents for membership in the Audubon Society

HOME GAMES

- Activities* Playing games suitable for home pleasure
- Objectives* To present ways of spending pleasant and profitable evenings in the home
- Expense* Five or ten cents for book of games

JUNIOR SEA SCOUTS

- Activities* Building boats
- Objectives* Knowledge of methods of handling small boats and of navigation
- Expense* None

OUTDOOR CLUB

- Activities* According to season: hiking, coasting, etc.
- Objectives* Healthy and worth-while exercise
To find New Haven's most beautiful places
To become familiar with common trees, flowers, etc.
- Expense* None

SOCIAL

- Activities* How to entertain
Receiving
Amusements
Setting of tables
Appropriate games for certain holidays
Proper attitudes and etiquette
- Objectives* To provide new ideas in entertaining
To stimulate courtesy
- Expense* None

STEP V

An index card was made for each club opportunity and pupils' choice cards sorted according to interests. Openings were left for the assimilation of the incoming seventh-grade class.

To prevent overcrowding it was necessary to duplicate clubs. Five dramatic, five handicraft, four game, two dennison, two outdoor, two French, and others were required to meet pupils' demands.

Comparison of pupils' and teachers' club choices were made and teachers told which clubs they were to sponsor. The selection of teachers for clubs after pupils' choices had been made eliminated the selection of clubs because of personalities and the adjustment of pupils to teachers' choices. The larger the faculty the greater will be the variety of clubs that can be offered to meet pupils' demands but experience has been that a conference with a teacher has never failed to secure a sponsor when the number of pupils warranted a club.

STEP VI

The preparation of homeroom lists for notification of club assignments was a simple matter as the clerical work was done by pupils taking commercial studies. Individual pupils were assigned the homeroom lists requested in step four, clubs were taken individually, and as the homeroom number and pupils' names were read, the assignment was indicated on the homeroom list. The

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homeroom lists were then returned to homeroom teachers and pupils notified before the close of the school year which of their choices they had received. The assignment of eighth- and ninth-grade pupils to first club choice was almost 100 per cent.

STEP VII

In September the seventh-grade class was assimilated in practically the same manner as outlined for the eighth and ninth grades.

As a result of the surveys of pupils' and teachers' club interests sixty-one individual clubs affording opportunities for avocational, vocational, and cultural try outs and for physical, curricular, social, civic, and moral guidance were offered to the pupils.

As previously stated a club program in a junior high school should not be static but rather should vary from year to year to meet the needs of a changing population. A review of the club opportunities at the Troup Junior High School over a period of six years shows that some clubs such as handicraft, dressmaking, cooking, leadership, glee clubs, typewriting, and others have continued from the beginning. This had resulted, however, from pupils' demands rather than from traditional motives. A survey of pupils' and teachers' interests each year stimulates growth and provides for new interests as shown by the organization this year, in which sixteen new opportunities including boys' and girls' athletic, creative English, home nursing, public speaking, algebra, stamp, girls' swimming, travel, rifle, and others, were available for the first time because pupils wanted them and teachers were interested in sponsoring them.

As a matter of experimentation the organization of the club program was postponed this year until the opening of school in September. This has proved effective inasmuch as the seventh-grade class and new faculty members had a voice in determining the club program against assignment to clubs already formed and in which

vacancies had been left after the assimilation of the eighth- and ninth-grade classes.

A weekly period is provided in the school schedule for the club program. All clubs meet at the same hour and almost each club is a cross section of the school population. No dues are collected and no insignia are worn. Each club formulates its own constitution, decides which officers are needed, plans its own projects and activities, and has a sympathetic teacher as partner and guide. Meetings of welfare clubs such as the Safety Patrol and School Community Council were scheduled last year during weekly club periods. While pupils accepted appointments to these clubs by their homeroom members as honorary positions to be coveted, their pleas for membership for a limited period only in order that they might not lose in the pursuit of special interests, led this year to providing for meetings of school welfare groups and selective musical clubs during school time but at other than the club period. This plan has wholeheartedly been welcomed by the pupils who are elected to serve but who may now also explore interests in clubs of their own selection.

An outgrowth of the club activities and one which has been continued because of its effectiveness is the Little Theatre Guild. Members of the five dramatic clubs are eligible for try out in any of the Little Theatre performances. Several one-act plays are given during the school year at assemblies, parent-teacher conferences, and paid matinee and evening performances. Co-operating with the Little Theatre Guild are the Stage Property, the Scenic Designing, and the Costume Designing Clubs whose activities consist chiefly in helping the Little Theatre members to put across their productions artistically.

(So through our club program as we have organized it at Troup we see opportunities for practice in worthy use of leisure, recog-

nition of individual differences, training in democratic citizenship, and for opening up new fields of interests for individual aptitudes and exploration which may become vocational.)

The following overheard conversation of two of our boys well explains a reason for the establishment of a club activity in any school.

"Next year I'm going to join the Travel Club."

"But," replied his friend, "there is no Travel Club at Troup. What makes you think there will be one next year?"

"Oh," replied the boy, "I know about ten fellows who want a Travel Club. I'm sure we can have one if we want it."

And does not the spontaneous contribution of one of our girls express the real meaning of a club program in a junior high school?

I Wonder

by

GERTRUDE KREVITT

I wonder what I'll do when I'm 'bout twenty,

I wonder what I'll do when I'm through High,

I wonder what I'll do to make some money,
I wonder what I'll do when care draws nigh.

I wonder if I couldn't be a sailor
And sail the roaring sea with joyous song,
I wonder if I couldn't be a tailor
And stitch and sew throughout the whole day long.

Oh, I know what I'll do when I'm 'bout twenty,

Oh, I know what I'll do when care draws nigh,

I know what work I'll do to make some money,

The work I loved in clubs of Junior High.

STANDARDS FOR JUDGING A CLUB SPONSOR

JOSEPH ROEMER

EDITOR'S NOTE: In the article which follows, Dr. Roemer traces certain of the implications of his criteria of a good club. Dr. Roemer's work as high-school visitor and professor of secondary education in the University of Florida has allowed him not merely to develop an acquaintance with the conduct of club activities and with its outcomes in countless individual schools, but to translate that acquaintance into conclusions and suggestions which have wide-spread significance.

F. T. S.

It is always a difficult and delicate matter to pass judgment upon personalities. This is especially true when one tries to judge the work or activity of a person separate and apart from his or her personality. It quite often happens that the power of a strong personality so dominates a situation that it is well-nigh impossible to eliminate it and judge the activity on its own merits.

For several years there has been a growing feeling on the part of many workers in the field of the extracurricular activities that there should be some objective means of measuring and evaluating the program of

activities. Yet, when this is undertaken, this matter of personality looms large since it is one of the prime factors in the problem.

This is especially true of a club sponsor. "As is the sponsor, so is the club" is a truism. It has been the unfailing observation of the writer that when a club is poor and weak it is usually due to the club sponsor. Consequently, the interest and enthusiasm of the club but reflect the work and personality of the teacher.

In attempting to pass upon the merits of a club sponsor, one realizes that, in justice to the sponsor, there must be two phases

STANDARDS FOR JUDGING A CLUB SPONSOR

to one's judgment. One phase must have to do with forming one's judgments after a visit to her club; the other phase must have to do with one's rating of her in terms of the work of a semester or term. Evidently, it is unfair to pass judgment upon a club sponsor as a result of just one visit. Of course, impressions can be made and temporary ratings formed; but in the final analysis of her and her club, a series of ratings stretched over a longer period of time is necessary. This but allows for certain fluctuations and variations common to such work which depends so largely upon the human element.

Realizing that a score card or rating

sheet for club sponsors is a very delicate matter, and one bound up necessarily with personalities, the writer is, with considerable hesitancy, presenting one for consideration. In order to assist the principal or supervisor in forming judgments accurately and fairly two score cards are presented; namely, one for use in forming judgments after one visit to a club, and one for use in trying to evaluate the work of a sponsor over a longer period of time. In presenting them the writer is fully conscious they are crude and incomplete, but he hopes they have merit enough in them to furnish a point of departure, and present some worthwhile material for discussion. The two cards follow:

SCORE CARD

Standards for Judging Club Sponsor after one Visit

CLUB	SPONSOR	DATE.....			
Directions: Observe one club program and with this in mind go to the office and answer the questions below. Arrange for a conference later.			Superior	Satisfactory	Unsatisfactory
FITNESS					
1. Is the sponsor physically adapted to club work? (Evidence of reserve energy, vitality, etc.)					
2. Is her appearance in keeping with good taste?					
3. Does she exhibit good conduct and manner?					
4. Is her voice pleasing and modulated?					
5. Does she understand the aims and functions of her club?					
6. Does she exhibit training in club work? Is she willing to learn?					
7. Does she command pupil respect? Engender confidence?					
8. Is she versatile, tactful, resourceful?					
9. Is she capable and responsible?					
10. Is she magnetic, stimulating, optimistic, friendly?					
ATTITUDE					
11. Is she just and fair with all pupils?					
12. Does she manifest a sympathetic interest?					
13. Does her guidance stimulate interest and coöperation?					
14. Is she punctual and prompt?					
15. Does she meet unexpected situations well? Has she poise?					
TECHNIQUE					
16. Does she recognize and encourage any pupil contribution?					
17. Does she encourage initiative? Does she act as a guide?					
18. Is she skillful in offering constructive criticism?					
19. Are her efforts confined to guidance?					
20. Does she recognize the values of marginal learning?					

JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

SCORE CARD

Standards for Judging a Club Sponsor at the end of the Semester

CLUB	SPONSOR	DATE.....			
Directions: As a supplement to your several club-sponsor score sheets obtained by visiting single club meetings, it would be well to answer the following questions in the light of the impressions gained by a semester's supervision and acquaintance of the sponsor in her club work. Follow with a conference.			Superior	Satisfactory	Unsatisfactory
FITNESS					
1. Is the sponsor in demand by other clubs?					
2. Is she awake to the possibilities of club activities?					
3. Is she a confidante of the club members?					
4. Does she serve as an example to club members?					
5. Is she fitted by temperament to associate with and guide pupils over a long period of time?					
6. Does she show adequate knowledge of adolescent psychology to be a real leader?					
7. Does she show growth?					
8. Does she maintain poise?					
ATTITUDE					
9. Is she as enthusiastic and efficient at the end of the semester as at the beginning? Does she desire to continue?					
10. Does she coöperate with faculty members so her club activities accentuate school work?					
11. Is she reasonable and fair at all times?					
TECHNIQUE					
12. Are participation and contribution carefully nurtured?					
13. Does she demand a finished product—completeness?					
14. Does she build up club work by commendation?					
15. Does she keep in the background, acting only as an adviser or guide?					
16. Does she evaluate the work of the semester? Does she measure her club and its activities, making particular comparison between aims and accomplishments?					

DISCUSSION

Perhaps it would be helpful to point out a few salient features in the two cards.

1. They provide for temporary and permanent judgments to be formed.

2. They are divided up into three parts; namely, "fitness," "attitude," and "technique."

3. They attempt to eliminate the personal element as far as possible in forming judgments.

4. They try to eliminate any little peculiarities or personal habits of the sponsor by focusing attention at the end of the semester on the results she has achieved. In the final analysis this makes ends achieved and results attained the paramount issue.

5. They provide for the element of growth in judging a sponsor—growth on the part of both her pupils and herself.

6. They presuppose training in club work as part of the teacher's preparation.

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OBJECTIVE AIDS IN THE ADMINISTRATION OF A CLUB PROGRAM¹

CHARLES E. PRALL

EDITOR'S NOTE: *Objective measurement of the outcomes of club activities has thus far been rare—in part because of the relatively recent development of club programs, but in much greater part because of the difficulty of finding any valid measures of the types of outcomes which club programs seek especially to produce. Dr. Prall, dean of the College of Education of the University of Arkansas, has formulated an unusually promising plan for evaluating certain of the results of club activities. Though the experimentation based on this plan is not yet complete, Dean Prall has been urged to prepare an account of his investigation in its present stage. His description of techniques and possible conclusions will prove stimulating and suggestive to others who are seeking objective measures of the results of extracurricular activities.*

F. T. S.

During the school year of 1928-1929, the writer assisted Principal H. F. Dial of the Junius-Jordan Senior High School of Pine Bluff, Arkansas, in an attempt to develop techniques for evaluating the functioning of the club program of the Pine Bluff High School in a wholly objective fashion. A second objective, closely related in procedure, was to determine whether any major changes in administrative policies were necessary and, if so, the direction that these changes should take. Unfortunately, the interference of administrative responsibilities has postponed the conclusion of this study, so that the present report must be confined to a discussion of the techniques that have been utilized to date and of the probable outcomes of a further extension of these procedures.

At the beginning of the investigation the Pine Bluff Senior High School enrolled between five and six hundred students who were successfully maintaining some twenty-three separate clubs. Alphabetically, the following names indicate their general nature: Agassiz Science, Archery, Arts and Crafts (girls), Athletic Letter, Les Bavards (French), Commercial, Webster (debating), Dramatic, Engineers (vocational exploration), Boys Glee, Girls Glee, Girl Reserves, Home Economics, Magazine (readers only), Newspaper (journalistic), Orchestra, Outdoor America, Pine Bluff Science, Public Speaking, Shorthand and

Typist, Social Hour (for those feeling the need of social contacts), Vocational Guidance, and Zebra-ettes (booster club, for girls). It will be observed that these clubs with a few exceptions were largely avocational in nature. For this reason the study was confined to determining the extent to which this varied program was providing adequately for the avocational needs of the students.

The instructors and the principal of the Pine Bluff High School had long hoped to see the time when every student would be an active club member. It was the policy of the administration to organize a new club whenever it was evident that such an organization could maintain interest in a worth-while activity without extraneous or artificial stimulation. At the time of the beginning of the investigation no club was functioning with less than ten students, while the typical organization included more than twenty. A limit of thirty had been placed upon every club except the Orchestra. Membership lists were made up from the students' preferences as indicated by an inquiry shortly after the beginning of the year. In deciding who should be members of the four or five organizations which always had a tendency to overflow, the preferences of upperclassmen were considered above those of the entering sophomores. In general, the non-overlapping character of these clubs was due to the assumption on the part of the administration that the students were motivated by the distinctive na-

¹Research Paper No. 218, Journal Series, University of Arkansas.

ture of each organization, which may have accounted in a large measure for the unusual enthusiasm of the students in supporting this varied array.

The first attempt at evaluation was concerned with securing answers to the following questions:

1. Are the clubs functioning in such a way as to provide the typical student with a maximum opportunity for avocational exploration? Does the student's interest in avocational activities or outlets tend to narrow or become broader as he progresses through the three years of the senior high school? Is there any significant proportion of the incoming sophomores who wish to try out a variety of avocational avenues, but who lacking the opportunity, lose interest in these fields as they progress from class to class?

2. Is this program accompanied by too early intensification in a limited number of leisure-time pursuits on the part of a significant proportion of the student body?

3. Are those avocational outlets which tend to create a lifelong interest in exercise and outdoor living reaching a majority of the student body?

4. In the composite of activities which go to make up the high-school student's day, is the typical student making provision for avocational activities which may be defended from the standpoint of their value for the occupation of leisure time in adult or student life? Among these activities may be listed general reading and the fine arts.

The writer makes no defense of these criteria from the standpoint of their completeness. Doubtless the entire program could be justified from the general symptoms which have been set forth above, regardless of the answer to any of these questions. Such a justification, however, lies outside of the purpose of this study and seems to the writer to leave unanswered the question of the administrator as to whether the whole development is in need of any redirection. Furthermore, the advantages accruing from setting up specific, answerable questions at the outset of an investigation of this nature will be obvious to all who have attempted to use research methods in a field that is so largely unexplored.

The materials used in the investigation were confined to a modification of the interest blank and a closely articulated time-expenditure questionnaire. The interest blank is reproduced in part at the conclusion of this article. The italicized headings were not on the blanks circulated among the students. The time-expenditure blank followed the same activity order as the interest blank except that the directions were modified as indicated below.

The administration of these two questionnaires was arranged for a general assembly on a Monday morning late in March. The project had been previously discussed with the teachers and the general nature of the investigation was thoroughly understood by them; in fact, each club leader had assisted in the preparation of the various lists of activities. Principal Dial directed the administration of the two blanks, having first introduced the interest blank by a suitable explanation of its purposes. During the whole morning's exercise no mention was made of the relationship between this investigation and the club work of the school; in fact, there is reason to believe that this association was not made in any public announcement or in any subsequent conferences between students and the faculty representatives of the various clubs. After responding to the interest blanks, the students were given a copy of the time-expenditure blank with the request that they review rapidly their schedules of the preceding week and give in minutes or hours the approximate amount of time spent under each subheading as listed. The reports of both principal and faculty indicate that the students cooperated willingly in these tests and that there was no observable tendency on the part of any student to consider the procedures as unworthy of a serious attempt to give reliable information.

The first administration of the time-expenditure blank covered a week which

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was not given actively to organized athletic activities, such as basketball or track. By special arrangement, the period utilized was one which followed a week of spring weather, ideally adapted for getting into the outdoors. Early in May, on a Monday following another week of unusually attractive weather, the students were again called to the assembly room and filled in a second time-expenditure blank, covering the preceding week. As in the first administration, this was made without previous announcement to the student body.

The returns on the interest blank were tabulated by recording the total number of E's and W's under each major group of activities. The expenditure blanks were tabulated by separate additions of the times indicated under each general heading. In order to determine such differences by years or sex as might exist, a special study was made of the returns for groups of fifty boys from each of the three classes and groups of fifty girls from each of the three classes. In every case these groups were made up by taking the first fifty names from an alphabetical list.

The results from the interest blanks did not prove to be as enlightening as had been expected. While there were differences between the sexes in their reactions to various groups of activities as here set forth, there were only a few indications of fluctuations from class to class. In general, both boys and girls showed a narrowing of interest between sophomore and senior years in unspecialized athletics. The typical sophomore boy expressed himself as enjoying six of the fourteen items listed, while the typical senior boy professed enjoyment in less than five items. The girls showed a similar narrowing of interest between the sophomore and senior years. Interestingly enough, the senior girls expressed an attitude indicated by the letter W for more athletic activities than did the sophomore

or junior girls. This was the only major category in which the number of items marked W by the typical student seemed to be a function of the year of classification.

This is perhaps one of the most surprising results of the investigation. It was felt that there might be a significant number of sophomore students who had not yet found an opportunity to engage in a wide variety of activities within a given major group and who would be interested in attempting a good many of them when the opportunity presented itself. Similarly, it was believed that senior students would feel less attracted to a wide variety of activities either because of failure to be permitted to indulge in these at the proper time, or because of a narrowing of interest as a result of exploring these avenues. In the face of this expectation, the close agreement in the number of W's checked by the typical student of each class is a bit difficult to interpret. Additional data as to the extent to which this situation is common in secondary schools will be necessary before any final conclusions can be established.

The narrowing of interests from the sophomore to the senior year, as indicated by the number of E's checked under each category, was more evident in all major groups of activities for the boys than for the girls. It was particularly noticeable in the fields of reading, social activities, and hobbies. The typical sophomore boy encircled E for five of the twelve activities that were grouped to form the hobby list, while the typical senior boy reacted similarly to less than two on this list. This, of course, may be in part a function of the list itself. A similar situation was revealed in the outdoor-activities group for both boys and girls, although here the total number of outdoor activities which were enjoyed by the typical boy or girl was only a fraction of the total number listed. Perhaps the fact that the list of outdoor activities had

been previously enlarged by the directors of the outdoor clubs may lead to the conclusion that these clubs had been featuring activities which appealed most strongly to the boy or girl of sophomore age.

The time-expenditure blank proved to be of somewhat greater value for the determination of the questions set forth as the objectives of the study. From the standpoint of the returns for given individuals, the data are subject to two types of error. The first is the fact that the weeks in question may not be typical of the student's yearly distribution of his leisure time. The second includes the rather prevalent errors of exaggeration or forgetting. A check upon the extent of these errors was made by the correlation technique. This was done by treating the junior and senior boys as one group, the sophomore boys as another, the junior and senior girls as a third group, and the sophomore girls as the fourth group. For each of these groups of students the coefficient of correlation was calculated for each major group of activities, using the estimates reported by a given student in the two blanks as the two variables.

The results indicate a relatively high relationship between the time-expenditure estimates for the two weeks in question for the fine-arts group of activities and for the group labeled "Outdoor Activities." The typical relationship obtaining here for the four groups is indicated by a correlation of $+0.48$. Less consistent results were obtained for the categories, hobbies and social activities. These were marked by correlations with central tendencies of $+0.35$. Highly fluctuating results were obtained in the estimates for the groups of activities labeled "Unspecialized Athletics and Reading." These showed correlation-coefficient central tendencies of $+0.23$. Since the averaging of two time-expenditure estimates which have independent reliabilities of $+0.48$ gives for the combined data a much higher

reliability, it is evident that but two administrations of the time-expenditure blanks are sufficient for securing fairly representative individual estimates in the fine-arts and outdoor-activities groups. This statement must be qualified by the possibility that the selection of the two weeks in question may have added to the agreement of the time-expenditure estimates for outdoor activities. It is entirely possible that a larger number of administrations of the blank at different periods of the year would show less agreement. It is also indicated that at least one additional administration of the time-expenditure blank would be necessary in order to get representative individual data for the two major headings indicated by the titles of "Hobbies" and "Social Activities." At least two more administrations would be necessary for the groups indicated by the titles "Specialized Athletics" and "Reading." This result is not unexpected in view of the fact that, aside from the group listed as outdoor activities, these two categories include activities that are most subject to seasonal fluctuations.

In almost every case the agreement between the two time-expenditure returns for the sophomore groups was higher than for the groups including juniors and seniors. Perhaps early May was a very poor time for securing typical time distributions for senior students.

In the absence of reliable data for constructing individual time-expenditure profiles, it was considered inadvisable to attempt the study of the extent of intensification in a few avocational outlets which then obtained with either sex at each grade level. With more reliable basic data, it would be a relatively easy matter to develop a measure of intensification which could at least be used for comparing class with class and sex with sex, and possibly for comparing individual with individual. From such data as were secured, there is no evidence

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that this intensification was much affected by class membership or by sex.

Even though the time-expenditure data may have been subject to the two errors mentioned above, there was sufficient fixity and representativeness to indicate certain features of the general situation as outstanding. To secure typical time-expenditure profiles for each group of students, it was only necessary to average the data from the two blanks under each major group of activities for each student and to find the median or central tendency of these averages for each major group of activities. The first column of the table below shows the percentage time distribution of the hypothetical sophomore girl whose total time expenditure in each group was the median time expenditure in that group for all sophomore girls. The percentages which are marked with an asterisk indicate groups of activities in which the individual returns upon the two time-expenditure blanks were in low agreement. It must be remembered, however, that even when the individual data are not in close agreement, the central tendencies may be very well established and subject to only slight fluctuations with additional administrations of the blanks.

PERCENTAGE TIME DISTRIBUTION PER WEEK IN
VARIOUS RECREATION FIELDS
Senior-High-School Girls

	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Social activities	34%	40%	39%
Fine arts	26	18*	19*
Reading	18	18*	17*
Movies and driving a car	8	9	12.5
Unspecialized athletics	9	8*	7*
Hobbies	3*	4	4
Outdoor activities	1	1	1
Median total time per week	40 hrs.	39.5 hrs.	45* hrs.

Senior-High-School Boys

	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Social activities	21%*	27%	20%
Fine arts	11	15	24

Senior-High-School Boys (Continued)

	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Reading	17	19*	21*
Movies and driving a car	15	20	18*
Athletics—unspecialized	16	11*	8.6*
Hobbies	14	4	5
Athletics—specialized	3	2	2
Outdoor activities	2	2*	1*
Median total time per week	30 hrs.	30 hrs.	36 hrs.

The rather close agreement in these percentage distributions from class to class for each sex is a further evidence of the fact that many rather conspicuous features of the situation have already been uncovered. The weakness of the whole set-up in reaching the average student with avocational activities "which will tend to create a lifelong interest in exercise and outdoor living" is readily apparent. On the other hand, the strength of the whole program in the fields of the fine arts and in general reading must be a cause for congratulation.

It is obvious that at least two phases of the investigation are worth rechecking. The first of these includes empirical checks on the number and distribution of weeks that are necessary in order to secure reliable individual data as to the time expended in various major classes of activities. The second is a revision of the blanks in order to see the extent to which the blank itself through its specifications under each category has been responsible for the time distributions that are indicated here. A third development which has not progressed from these data is the building up of a mathematical measure of specialization or intensification. Control studies in secondary schools without a varied club program are also suggested.

Perhaps the most important direction which future investigations should take will be in the development of an interest blank after the fashion of the vocational-interest

blank perfected by Drs. Strong and Cowdery of Stanford University and used so admirably in the determination of vocational interests on the part of junior-high-school boys by Dr. O. K. Garretson.² It should be altogether possible to build up an instrument which would determine the fixity of avoca-

tional interest on the part of the entering sophomore and which could be used to marked advantage in redirecting students or in allowing them to follow their declared preferences. Such a study has been tentatively decided upon for a future thesis investigation at the University of Arkansas.

INTEREST BLANK

Draw a circle around the letter "E" that comes after those activities that you engage in frequently and enjoy. Keep in mind the season. Thus, if you enjoy swimming and swim a good deal in the summer, encircle the "E" after the first word.

Draw a circle around "W" if it is something that you have enjoyed in the past and do not find time to do now, or if it is something you think you would like to do and have been prevented from doing by lack of time or opportunity, etc.

Draw a circle around "I" if it is something to which you are indifferent; i.e., something you neither like nor dislike. Perhaps many activities that you have never tried will fall in this class.

Draw a circle around "D" if it is something you dislike.

Swimming E W I D
etc.

TIME-EXPENDITURE BLANK

Indicate the number of hours, or fraction of an hour, that you spent in each of the following types of recreation during the past week, beginning Monday and ending Sunday.

The best way to do this is to recall your activities day by day. Ask yourself the question:

Swimming.....
etc.

What did I do last Monday of a recreational nature? Now think through the day. What did you do before school? After school? Evening? Be as accurate as possible. Now do the same for every day of the week and put down the total for each exercise listed below.

*Activity Groups as used above**Unspecialized Athletics*

Swimming
Tennis
Golf
Fishing
Hunting
Hiking
Horseback riding
Boating or canoeing
Volley ball (not part of physical-education requirement)
Soccer ball (not part of physical-education requirement)
Hockey
Boxing
Wrestling

Outdoor

Observing birds and wild life
Collecting specimens
Working with plants
Exploring unsettled places
Making ship models
Making model airplanes
Photographing wild life
Collecting shells (mollusca)
Collecting leaves, flowers, or wood
Collecting arrow heads and other Indian relics

Fine Arts

Playing musical instruments
Singing (while not at work)
Listening to music
Painting
Drawing or sketching
Taking part or preparing for a part in a play
Writing stories (not assigned)
Making up plots for stories or plays (not assigned)

Reading

Reading detective stories
Reading newspapers
Reading new fiction
Reading poetry
Reading outdoor magazines
Reading *National Geographic*

Social Activities

Going on picnics
Going to parties
Going on excursions
Visiting with another
Riding in car with another
Walking with another

Hobbies

Collecting stamps
Working with tools
Working with machines
Working with electrical equipment
Constructing a radio

²O. K. Garretson, *Relationships between Expressed Preferences and Curricular Abilities of Ninth Grade Boys* (New York: Teachers College, Contribution to Education, No. 396, 1930).

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Reading (continued)	Social Activities (continued)	Hobbies (continued)
Reading <i>Popular Mechanics</i>	Dancing	Making toys
Reading <i>Popular Electricity</i>	Playing checkers	Making furniture
Reading <i>Saturday Evening Post</i>	Playing cards	Making things needed at home
Reading current magazines, as <i>Literary Digest</i>	Playing pool or billiards	Furnishing a room or house
Reading fiction magazines, as <i>American, Red Book</i>	Making candy	Raising pets
Rereading favorite books		Needlework
Reading stories of travel		Making birdhouses
Browsing around in the library		
<i>Miscellaneous</i>		
Driving a car		
Attending the movies		
Attending athletic contests		
Taking part in athletic contests		

THE FINANCIAL SUPPORT OF CLUBS

HELEN CORLISS BABSON

EDITOR'S NOTE: *It is a source of regret to many persons actively interested in extracurricular activities, that club programs, however valuable they may be, are seldom granted the official financial support which is readily accorded curricular work. But there is room for serious question as to whether a program, which draws its funds from official sources, can offer pupils the types of experience and training which may be afforded by the pupils' own efforts to find necessary means of support. Miss Babson, principal of Eagle Rock High School of Los Angeles, describes the methods by which clubs support themselves in her own school, and the advantages which spring from the clubs' financial responsibilities.* F. T. S.

Eagle Rock High School was a new school, but the faculty members of a joint committee of students and faculty delegated to draw up the financial policy of the school were not inexperienced. They brought to their task a variety of criticisms and suggestions from other school systems, and it seemed best, therefore, before proceeding to a definite recommendation, to clear the ground by setting up a general standard for the whole financial program.

Out of many meetings and discussions with various members of the school who were not officially on the committee, a theory was evolved on which the policy was at last constructed. This theory needs explanation. It was agreed that a school, however large, should be considered as one social unit, and that all financial affairs should be handled under one system and, in a like manner,

through a single central budget. To require each group to raise its own money frequently means objectionable rivalry and overlapping, and in a big school where there are many activities, much stress on money raising may overbalance the purpose of group organization. To permit each group to spend its own money has been known to lead to extravagance and unnecessary expenditure. Even though by wise administration these difficulties may be obviated, there is nevertheless frequently a feeling on the part of some clubs, fortunate enough to have a way of raising large sums, that the money is theirs to spend as they wish. Certain groups, notably the Dramatics Club, have always in their very reason for organization means for producing funds, while others find money raising outside their purpose. There are, moreover, in every school

group, organizations that make distinctive contributions to school programs which produce funds, yet of themselves have no money-making facilities. A good example of this is the usher group, which must give a great deal of time and energy to every school performance. In some schools, this problem is met by allowing such groups a percentage of money procured by stage productions. But such a fixed sum is not always necessary since the needs of the usher group are small and only occasional. The plan produces, moreover, a complication in the bookkeeping and frequently a question of percentage adjustment.

There are also revenue-producing activities which, while their proceeds come out of the whole school, belong to no fixed group—for example, the school store and the candy booth. Unless the school wished to pile up a surplus, a procedure objectionable from every standpoint, the committee considered that this money should be available for any expenditure that seemed wise through the organized groups. At the same time, any financial program which relieved the spenders of the budget from a share in its raising would be uneducational and destructive. Any person or group of persons who spend money realizes its value only when it must help produce it, and the demand for obtaining funds is frequently a unifying force.

With all these points and some others in mind, the committee suggested the following general plan: that the student-body money should be administered under one central budget set up under the direction of the student-body council; that every group of the school unit, if properly organized and recognized by the council as a school activity, should have a right to financial support, provided it could justify its needs and had presented an acceptable budget; that every group should be encouraged and helped but not required to make a contribution to the general budget; that

all matters pertaining to finances should be presented to the council for ratification through a commissioner of finance, a student, with the help of the treasurer, a faculty member.

The plan included not only such activities as might be designated under the heading of clubs, but every group in the school family which either raised or spent money. The budgets were to be required from the school paper, the school annual, the senior classes, the student store, and similar groups.

It should be explained before entering into a more detailed account of actual procedure that this plan is still operative in the school in an experimental state. The committee thought best to make haste slowly, to set up policies that might be changed or modified rather than to establish precedents. The plan, therefore, has not yet received the stamp of proved merit.

Because, moreover, the whole scheme throws the administration of finances on to the student-body governing board, the personnel of that council becomes an important factor. If this group is to take its financial obligations seriously and in the right relation to its other duties, it must be representative of the various groups which raise and spend the money. For this and for other social reasons, our council is so organized as to provide representation for every student interest which is sufficiently strong to justify a place on the governing board. Its members consist of a president, a vice president who is a social chairman for the school and has general charge of club activities, a secretary, a commissioner of publicity who heads committees which have charge of student publications as well as all other publicity measures, a commissioner of forensics with committees under him which direct all assemblies and public performances, a commissioner of self-government, who heads all of the legislative and judicial side of our school life, two members from the Student

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Forum which is composed of the presidents of all of the homerooms in the school and which meets monthly with the principal for a discussion of any matters which its members see fit to propose, a representative from the Boys' League who guards the boys' interests, and one from the Girls' League who is responsible for the girls' side of school life, a member of the boys' athletic association, a member of the girls' athletic association, and a commissioner of finance who heads the whole financial program. This organization results in placing on the council some one member conversant with each activity who can, therefore, speak on any necessary occasion in defense of the method in which money is raised or expended in the organization which has placed him on the council.

To ensure the success of the plan, a campaign of education is promoted at the end of the school term preceding the time at which individual budgets must be submitted. While it is true, of course, that the personnel, especially that of the officers, changes from term to term for each group, still a nucleus lasts over into the new term; and though no definite decision is required until the officers of the group are selected, the matter of the budget, its making and its raising, should be the subject of discussion in a club meeting before the close of the term. A start is best accomplished by calling a central meeting of delegates of every club and activity (this group can consist of the presidents, or the treasurers, or some financial delegate from each group). At this meeting a careful explanation of the plan is given. Model budgets for reference are distributed and plans for raising money are discussed. A good method of arranging that such information as grows out of this meeting is sent to every group is to have a mimeographed sheet of the minutes sent to each delegate.

Supplementing this matter, it has seemed advisable to call at least one meeting of the

faculty sponsors, in order that each of them may understand from the general club adviser just where the responsibility of each club lies. It goes without saying, of course, that the faculty sponsors must give considerable direction and advice all along the line. It is suggested, moreover, that one of the first meetings of the activity after the new term starts be given directly over to a second discussion of finances, and that at this meeting the person to represent the group in finances for that term be chosen and instructed in a general way concerning the club members' desires as to the method they should take to raise their money and the amount they wish to spend. About the second week of the new term these delegates are called together for a general meeting. At this time the following form is given out, to be taken by the delegates to their clubs, with instructions that it must be filled out as the group desires and must be in the hands of the commissioner of finances by the close of the fourth week of the term.

BUDGET FOR CLUBS AND OTHER ORGANIZATIONS

Applicable to Boys' League, Girls' League, Senior Class, and all Clubs.

The following is the budget of the.....
Club or organization
for the semester ending.....

1. Amount of money:

This organization intends to earn by various means \$.....

2. How money is to be earned:

It is estimated that the following amount can be raised

- a) \$..... by
(amount) (means or activity)
- b) \$..... by
(amount) (means or activity)
- c) \$..... by
(amount) (means or activity)

3. The organization purposes to spend money this semester as follows:

- a) \$..... by
(amount) (purpose)
- b) \$..... by
(amount) (purpose)
- c) \$..... by
(amount) (purpose)

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Note: 1. It is understood that all money collected be deposited with, and all money spent be drawn from the treasurer's office.

2. It is understood that all money not used at end of the semester automatically reverts to the general student-body fund.

3. Each club or other organization is to consider itself as one unit in the associated organizations of Eagle Rock High School.

4. While not entirely final, this plan for budgeting finances is to be considered binding upon the respective member groups. In no case can expenditures exceed the budget made by the group at the beginning of the term.

Signed:

General Club Adviser
Principal

It is self-evident that the commissioner of finances will need much faculty help and direction for combining from these individual reports the general report to go to the school council. Several meetings of the council are necessary for the perusal of the reports, since careful consideration must be given to the needs of each group and its relation to the needs of the whole school. Wherever it is necessary, the budget requests are sent back to the clubs for revision. If it is the desire of the group, the financial representative may appear before the council to state the reason for any specific request.

After the club budgets are approved and the council has added to the general expenditure of the student body for the term whatever funds are necessary for the purchase of student-body equipment, for bleachers, for improvements of the campus, etc., the budget as a whole goes to the principal for final ratification. When it has been ratified and published, each group must consider itself bound by its provisions. The groups then proceed at the time allotted them by the council to raise such money as they agreed to raise by the means they have specified. When they desire to spend the amount they have been granted, they call without further procedure on the school treasurer for the amount on the following

form. These purchase orders must, of course, be signed by the principal to be valid.

Copy for alphabetical file

PURCHASE ORDER

Eagle Rock High School

Student Body Show this number
1750 Yosemite Drive on your invoice
Eagle Rock, California No. 518

To..... Date.....19..

Address.....

Please Deliver to.....

Room

QUANTITY	DESCRIPTION	UNIT	TOTAL

Charge to account.....Eagle Rock High School

Check No. Student Body

C. R. Page..... By

In this way all money, however raised or spent, goes into and out from one central office, and no individual save the school treasurer handles school money. It is, therefore, a simple method, so the committee feels, of keeping accurate account of all school finances; and since budgets and ratifications by the council are on file and available, overexpenditure is not possible. If, for any reason—and it must, of course, sometimes happen—a group fails to raise the amount by the specified means, they so notify the council and special arrangements are made for such an emergency.

The commissioner of finance of the school makes each month a statement to the council so that the financial condition of the school is always known. There are no trust funds held over from year to year. If a surplus remains on the books of any group, and careful education and interest on the part of some groups this year resulted in surpluses, this amount goes into the general student-body treasury. The same principle is applied to deficits, if such exist, so that every club and activity at the be-

THE FINANCIAL SUPPORT OF CLUBS

ginning of the new term starts with a clean slate with a chance to make its own budget, ask for money for its own needs, and, if it so desires, raise some money for the general treasury. As a matter of fact, for the year just closed, every group raised its estimated amount, save one which closed the term with a small deficit.

At the end of each term, the following report is required by the faculty club director and finds its way ultimately into the school files:

TERM REPORT ON CLUB ACTIVITIES

I. Name of club.....

II. Names of officers of club

Name of office	Name of officer
.....
.....
.....

.....

Note: None of the officers of this club hold an office in any other club in this school.

III. Number of members.....

IV. Constitution

A copy of the constitution of this club has been filed with the Counselor of Clubs.

.....
Secretary

V. Rules

This organization has followed carefully the rules pertaining to Eagle Rock High School clubs and organizations. A copy of these is available to officers and sponsors at all times.

.....
President

VI. Minutes

Minutes of all meetings held since January 1, 1930, have been kept and a copy of the minutes of each meeting so recorded has been filed with the faculty sponsor of clubs and organizations.

.....
Secretary

VII. Budget

1. Amount planned to raise during the past semester
2. Amount actually raised.....
3. Amount spent for budgeted activities.....
4. Surplus to be turned over to the school treasury

.....
Faculty Sponsor

It is interesting to note the effect the plan seems to be producing on the way the clubs raise money. In general, each group is encouraged to find in its own purpose the solution for its financial obligation, leaving the more unusual ways of raising money for clubs not inherently blessed with money-making qualities. The Agriculture Club sells potted plants and small bouquets, the Camera Club makes photographs of the campus, the Shop Club makes gift boxes at Christmas time, and the Home-Economics group finds purchasers for its products. Protected as they are by council action as to time and type of procedure, other clubs elect a plan for a yearly effort, centering their attention on some unique features. The Girls' Garland Club, composed of all the junior-high-school girls, gives each year a variety show to which every grade makes a program contribution, and the event has become one of the school features, with social benefit to the performers and good financial returns to the school treasury. The Boys' League has established a monopoly on a tag day at Christmas, when all the school is centering on giving a Christmas party and gifts to our adopted elementary school in a poorer part of the city, and every one is charitably inclined not to expect too much for his money. One club asked to take over the selling of "popsicles," new in the community, at one of the baseball games, and won well-deserved commendation for its cleverness and for its returns to the treasury. The student body expects a doughnut sale from the Girls' League from time to time, and the same club tried selling Easter baskets with candy eggs and wee felt chickens. Some friendly rivalry has grown up between clubs, with the emphasis transferred from "How much money can we make?" to "What is a clever way of making money that no one else has tried?"

The plan has also the effect of making every club in the school feel that it can con-

tribute to desirable campus improvements. Last year we built and equipped a candy booth, and the whole school—including the faculty, whose contribution is the income from a vaudeville staged each spring—feels that the building belongs to them. In order to preserve this ideal, there must always be maintained an attitude that the primary financial objective of each club is to raise funds for the school budget, not merely to accumulate enough money to pay for its own projects.

Those who are inclined to analyze will argue that after all this plan is not essentially different from the old time-honored one, and that each group earns its own money and undoubtedly spends about what it earns. There is a signal difference in the matter of bookkeeping, which is certainly simpler when no permanent accounts

are registered and no trust funds carried over from year to year. It would seem, too, that there is an educational value in the insistence that each group must make its own budget and must look ahead over its own term's work and place its money raising and spending in a right relationship to its other activities. Furthermore, this lesson in the relation of an individual budget to a larger financial program should offer values in later years, whether the application be to family finances or to civic or business concerns. For the real gain, it seems to us who are trying the plan, lies in the social psychology which takes the emphasis from *my* and places it on *our*, which makes finance a unified program, and which gives each group a share, according to the use the group is to make of it, in the combined earnings of the whole school.

GUIDANCE THROUGH ACTIVITIES

C. H. THRELKELD

EDITOR'S NOTE: *There would seem to be an increasing number of students of educational practice who find evidence to support Mr. Threlkeld's suggestion that "we, as educators, have . . . rather generally accepted (extracurricular activities) as a 'most important part of education' and joined in a mad rush to set them up irrespective of capable direction, relation to the whole, or adequate evaluation." Mr. Threlkeld's survey of club activities in terms of their just relation to a well-conceived guidance program is therefore both timely and appropriate. Mr. Threlkeld's own views of the extracurricular program have been matured through long experience in secondary schools both in the East and in the Middle West. He is at present principal of Columbia High School of South Orange and Maplewood, New Jersey, and first vice-president of the Department of Secondary School Principals of the National Education Association.* F. T. S.

There appears on the dedication plaque in the front hall of our building the following inscription:

Columbia High School, Erected by the people of South Orange and Maplewood and dedicated to the principle of "Education for All."

This building, the product of many thoughtful minds and skillful hands, is an expression of the will of the people to provide full opportunity to all who enter its halls, for the development of ability and character—that they may become sturdy, righteous citizens inspired by the ideal of unselfish service.

Such is the conception of the function of our institution in our community. In order that we may not shirk or neglect our

responsibilities in this regard, we have conceived that it is our duty to provide some one who is directly and personally interested in each child and who will therefore help him make his training period with us profitable, happy, and purposeful. This is the fundamental idea underlying and permeating our scheme of guidance.

Guidance should be intelligent, sympathetic, and continuous, we believe, or it isn't good guidance. For that reason we have officers on our staff, known as class guides, who progress with their class group from the time it enters high school until it graduates. These class guides are

GUIDANCE THROUGH ACTIVITIES

charged with the welfare of each member of their group and are especially trained for their responsibilities. There will appear later in this article suggestions of some details of their work. The point that should be registered now is the fact that it is these officers' main obligation to know their pupils individually as entities, and to see to it that the forces of the institution play on them in the right manner.

We do not belittle the responsibilities of the homeroom teacher, as commonly conceived, in this rôle of personal friend and adviser to her pupils. Quite to the contrary, we recognize that she is the one who can and should function to the utmost of her ability in this field of guidance. The class guides work through and depend much on the homeroom teacher in making our guidance philosophy function. The class guide aims to strengthen the homeroom teacher in her work and, because of his or her special aptitude and training for this kind of work, helps the homeroom adviser improve in her services and bolsters the organization all along the line.

Each subject teacher, each organization sponsor, and all members of the staff sincerely attempt to serve as guides to youth in their special capacities. The class guides with their groups of homeroom advisers are aware that they are always responsible for appreciating the individual child as a whole, and serve in that capacity. This means, of course, the best adjustment possible in relating and articulating the various parts of the school organization to the pupils' school life.

While the aims of our educational organization seem to be very simply stated in the inscription on our dedication tablet, as quoted above, yet we recognize in our guidance philosophy that the aim or aims of education must be determined in terms of the needs of an individual pupil and his own capacity to "grow." Our guidance organization recognizes its responsibility,

then, to see to it that our materials are manipulated and our methods are modified to serve each particular individual best. This is only another way of saying that the *child is the center of our guidance program* and that everything is subordinate to his best development. The aim is pupil self-realization.

It is difficult to leave the discussion of these general phases of guidance with the specific implications of each bit of philosophy and select the special part of our work which is supposed to be discussed in this article. It seems that so much may be left unsaid on guidance in general in order to emphasize, as directed, "Guidance through Activities" in particular.

The history of the rapid rise of the supposed values of extracurricular activities in our American scheme of education is well known to the readers of this article. The author is bold enough to say "supposed values" in view of his belief that many of these values have not been proved or, at least, that we, as educators, have not taken time to direct our activities so that we are certain that these supposed values are realized. Haven't we rather generally accepted these as a "most important part of education" and joined in a mad rush to set them up irrespective of capable direction, relation to the whole, or adequate evaluation? It would be unfair for the reader to assume, as well he might, that the author is opposed to extracurricular activities. He is simply arguing for a set-up of this part of our educational program in such ways that we are sure of its values and that we know it is worth while and contributory to the pupil's self-realization.

It may be that we educators have allowed these activity programs to grow up as Topsy did, without any "raisin'," because of the still too prevalent idea that this is the pupil's free domain and the teacher should not "interfere." The problem here is no different from the fundamental problem anywhere

else in our work, and that is to know where, when, and how to insert our personalities. It is simply part of the big problem of guidance.

The homeroom unit has rightly come into its own as the primary connecting link between all parts of a pupil's life. The life blood of the school, if it has any, flows through the homeroom organization. In one sense, a school may be tested for educational anemia by taking a sampling of its homeroom life. We expect that a pupil, in his homeroom, will have the type of guidance that will best help him to relate the world of educational opportunity about him to his best development.

We have found the best way to bring interplay between the home and school life for the best interests of a pupil is through the homeroom. Guide and principal working with the homeroom teacher so unify school forces that parents feel they can obtain related information and advice from the school in a conference with those who know the child best. In turn, the school feels that it can go frankly to the parent for help, as well as with help, on the child's problem. There is thereby created a friendliness and understanding that is relatively permanent in view of our plan to continue some guidance officer with the pupil during his entire experience in our school. In this way, a parent does not need to make new contacts and seek strangers in the school organization for advice. Guidance officers are also able to build up an intimate acquaintance with a certain number of cases that are theirs to account for in the adjustments that are made.

The curriculum choices of a pupil are determined in conferences centering in and around the homeroom organization. The homeroom teacher, class guide, and principal help the pupil during his sophomore year plan a tentative schedule of courses for his entire high-school period of three

years. This three-year program is modified frequently, of course, as need arises. Outside of the courses in English, United States history, and physical education which are required of all pupils, the curriculum for any pupil is determined in terms of his needs and abilities. This relationship of the pupil to his study program is of prime importance and there is no adjustment that we will not make, if we can, to serve the best interests of any particular pupil. Administrative procedure remains simple and curriculum adjustments flexible for this purpose. Those who argue for constant curriculum revision will find, as we have found, that a sensitive guidance plan such as this which attempts to seek out and serve the needs of individual pupils, is the best educational ear devised to determine curriculum modifications that are needed. Many instances could be given here of new courses introduced, established courses dropped, and regularly maintained courses modified because of evidence secured through this channel.

As the pupil is guided in his choice of courses so he is also helped in his selection of extracurricular activities. If a pupil needs some dramatic training and experience he is encouraged to seek membership in an extracurricular organization that will provide what he needs. No longer are we following the loose and purposeless policy of letting such matters take care of themselves but are definitely trying to realize the educational opportunities involved. As we have found it worth while to provide such informational aids as announcements of curricula, descriptions of courses, handbooks, etc., we are now finding a "club syllabus" of great help in this phase of our guidance work. This club syllabus presents for the use of the homeroom teachers, class guides, and other guidance officers detailed information concerning all clubs, such as purpose, organization, special features, dues,

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method of becoming a member, membership requisites, etc.

Thus far, it may seem, there has been indicated only the initial steps in guidance—selection of lines of activity by the pupil in accordance with the best judgments at the time. There naturally follows the matter of his progress or lack of progress in the fields chosen. This is carefully watched and adjustments made, whenever necessary.

The question may well be asked as to whether or not guidance in the homeroom consists of just what has been described. We hardly think so.

Guidance in the homeroom must also have something to do with the formation of right attitudes on the part of the pupil. This is best done by arranging matters so that he will wish and will be able to participate in those homeroom activities which develop right attitudes and habits of conduct. In our school, as in many others, the homeroom group is an integral part of the plan for pupil participation in school government. Each homeroom group has a representative on the School Council and has equal suffrage rights with every other homeroom group. It may initiate projects to be referred to the School Council and may, in turn, consider projects which have been referred to the voting units of the school by the Council. Through committee organization, discussion, and wise guidance, a pupil may thus develop those attributes desired in a civic-minded citizen.

The homeroom may have other activities than those confined to its civic nature. It may prepare assembly programs or programs for its own purposes, lead in drives, study problems of attendance, punctuality, scholarship, courtesy, good health, etc., and through these activities and appropriate committees provide the necessary experience that may lead to self-realization on the part of many pupils. The possibilities are limited only by the vision, ability, and desire of the homeroom teacher.

Clubs provide a rare opportunity in this field of guidance. Assuming that they are organized with definitely determined objectives, sponsored by an able and interested teacher, and held to strict accountability for securing educational results, there is no better opportunity to help the pupil. It is in the club atmosphere that a pupil really is himself. Liberated, as we may term it, from the traditional restraint of the classroom, the pupil feels free to exhibit his natural tendencies. The understanding adviser can learn much about him in these periods and, if capable, can accomplish much in helping him find himself.

One example may show how well a club organization may function in this field of guidance. Three years ago, a survey of the vocational aims of our pupils revealed that some fifty of them were interested in aviation. Our guidance officers had the impression from various pupil conferences that many of these pupils had no idea of the opportunities in the field of aviation, that too many aspired to be pilots only, that they were ignorant of the educational requirements desired by promoters in this field, etc. A careful check-up proved these impressions were true.

These fifty pupils, faced with the suggestion that they form a club to investigate this phase of life, enthusiastically endorsed the idea. Under the sponsorship of a live young man keenly aware of his opportunity and responsibility, this group is fulfilling the purposes of a club. They and their followers have secured airplane motors for study and experiment, have accumulated a library of information, have interviewed prominent people in the field, have studied the opportunities available and type of education required. Many have had awakened in them higher ambitions in the field of aviation than they formerly held. Others have discovered that they are unfit for this type of vocation and are looking elsewhere for satisfaction. Some who thought they

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would quit school, take three months' training in some kind of aviation school, and become another Lindbergh, have been disillusioned as to this being the royal road to fame. They, many of them, have stayed to complete their high-school course and are ambitious to fulfill the requirements for success.

What has been done in setting up a club to meet the needs of this group of pupils, in capitalizing their enthusiasm and interests, in guiding them to self-realization, and in evaluating results, is what can be and should be done with all club groups.

We are finding that we are getting better results with individual pupils by working with them in small unit groups, such as clubs and homerooms, rather than in large groups, such as sophomore-, junior-, and senior-class groups. There seems to be a point beyond which one cannot go in working successfully with individuals in a class group. Such ideals as loyalty, service, unselfishness, good of the whole, honesty of opinion, etc., seem to be more easily realized in small groups and more easily transferable to larger situations than if attempted for realization in a class group. We have found in our own situation and observed in other situations that emphasis of class organization has a tendency to cause the adolescent pupil, because of what is called by some "class spirit," to arrive at a narrow viewpoint in matters of individual and

group welfare. Consequently, we minimize class organizations in favor of homeroom and club groups and the school as a whole in providing more favorable situations for the best guidance.

Athletics, which can be so successfully used in teaching the "give and take" necessary in life, good sportsmanship in trying situations, self-control, cleanliness, teamwork, etc., are valuable for guidance of youth, if so used. Such a conception calls for men and women leaders who realize that the pupil is the one for whom these activities exist, and that all other purposes are false or subordinate in value.

The assembly and publications are most valuable in providing opportunities similar to those afforded by other extracurricular groups for the best development of the pupil, if guidance of the sort we advise prevails.

In short, it can well be said in conclusion that activities of the sort herein described provide rare opportunities for guidance of youth. The activities themselves afford much that the pupil himself appreciates as self-realization. The teacher or supervisor who can see in this field opportunity to find the pupil, to help create his character, and to cause him to will to make the most of his life, will himself have the satisfaction of knowing that he has taught rather than kept school.

A NEW EXPERIMENT IN MODERN-LANGUAGE CLUBS

PETER SAMMARTINO

EDITOR'S NOTE: Few accounts illustrate as vividly as the one which follows the rich and varied contributions which even a single club may make to the life of the school which sponsors it.

Mr. Sammartino is a member of the department of Romance languages of the College of the City of New York. At present he is teaching in Townsend Harris Hall. In December 1930, he was made Chevalier of the Order of the Crown of Italy, in recognition of his activities in the field of Italian culture.

F. T. S.

Usually the language club is simply a device to afford the more advanced pupils a chance for greater freedom. Practically

always, a prerequisite for membership is a knowledge of the language. The Italian clubs which will be described were estab-

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lished with the idea of giving any person, whether a student of the language or not, an opportunity to learn something of the culture and the history of the country involved. With the emergence of the new curriculum, modern languages are being called upon to explain their *raison d'être*. It soon becomes apparent in attempting such an explanation that perhaps we have been emphasizing what is least important and losing golden opportunities of initiating pupils into the wonders of strange lands and tying up these foreign cultures with our own.

The two clubs described are the Circolo Dante Alighieri of Townsend Harris Hall and the Circolo Italiano of Washington Irving Evening High School. For the sake of brevity, the two will be described as one. In making up the programs, it was agreed that they had to be within the comprehension of pupils who knew not a word of Italian. The success of the experiment may be judged by the fact that in each case the club became the largest in the school. The evening Circolo had many meetings attended by over 200 members, thus stamping it as probably the largest language club of any school in the United States.

The main item on the program was usually a good talk given by an authority in the field. While it might be contested that here was an opportunity to give a single pupil a chance for self-expression, it was deemed more important to have the remaining pupils listen to a reliable and really expert address. Furthermore, there was an eye to the future when perhaps the teacher would have to assume the position of the different speakers in fulfilling the requirements of an enlightened curriculum. The talks were always in English. Typical topics were Verdi's Music, Economic Conditions in Italy, Garibaldi, The Island of Rhodes, The Works of Rossini, and Traveling Through Italy. In many cases the im-

portance of the topic or of the speaker attracted numerous members of the faculty.

A second number was usually the learning of a short Italian song. Preference was given to those songs whose tunes were commonly known. The words were mimeographed on the program itself. The pronunciation was given and was usually learned in a few minutes. The meaning was then taken up and the resemblance to English cognates pointed out. Finally the song itself was given. It is remarkable how quickly persons will pick up a foreign song. I have often wondered whether the amount of language and vocabulary learned in those few minutes was not greater than that learned in the average lesson.

Musical numbers by some of the members followed. The songs were usually explained and in many cases the origin was evolved. The origin of many of the Neapolitan songs at the annual Fiesta of Piedigrotta is always an enchanting tale.

The business meetings of the clubs were always cut to a minimum. Most of the work was done through committees. At the end of each meeting refreshments were served, usually of an Italian nature—perhaps spumoni, or biscotto tortoni, or granita di caffè with pastette. In many cases an explanation of the origin of the delicacy added to its enjoyment.

Now and then the meeting is given over to an opera such as *Rigoletto*, *La Traviata*, or *Il Trovatore*. A pupil explains the story and at the appropriate places the main arias are either sung by one or more of the students or else played on some instrument. The feature in this case is the learning of one of the arias by the whole club.

The events outside the meeting room are almost as important as the meetings themselves. The Italian dinner, for instance, attracts almost as many members of the faculty as students. Here a typical Italian dinner is served consisting of antipasto,

spaghetti, spumoni, and *caffè nero*. An explanation of the ingredients of the food is often given. It is surprising how an initiation into the culinary gems of a strange people will increase the initiatee's happiness in life and will break down walls of narrow-mindedness and provincialism which ignorance has built.

The opera night, in spite of the expense, attracts a third or so of the membership. The libretto is gone over beforehand. The origin and the first trials of the opera are explained. Something is told of the composer's life and of his works. The arias are pointed out. For most of the members it was the first time they had attended the Metropolitan Opera House. They were quite amazed to learn it was something within their comprehension and something which they could actually enjoy. After the opera, the main arias were gone over again. The students will probably never forget them. Many, if not all, have found a new interest in life!

Once, a group of members attended a performance of *La Locandiera* given in English in which Miss Eva Le Gallienne starred. The works of Goldoni were then discussed. How much more have these pupils learned this way than by a line by line translation of one of his works!

Another group made a visit to one of the great Italian liners. None of them had ever been aboard a liner. It was simply a revelation. They realized what transatlantic travel means. They stopped before the bronze tablet which gave the name of the ship builders. They learned more about the shipbuilding industry in Italy than any drill-master could have ever taught them. At the end of the visit a discussion arose as to the relative merits of the different ships of various countries. One of them asked: "Why can't the United States build and run so many beautiful ships?" They were soon taught more about one of America's eco-

nomic problems than they had probably ever memorized in their classrooms.

The outstanding event of the year was the reception and dance held at the Casa Italiana of Columbia University. Most of the members had never known that such an imposing structure dedicated to the culture of a foreign country existed so near their homes. The architecture of the building was pointed out. The antique furniture and works of art were explained. Most of the persons attending had never known how much romance and history were attached to every object exposed to their view. History and art and literature and beauty and what not, all mixed together and all making life so much more beautiful and interesting! And then they appreciated and understood the letters chiseled in stone on the outside of the building which read: "Italia—Madre di Coltura."

So many other visits and excursions could be made but for the lack of time. Visits to museums, to the home of Garibaldi, to the statues of Italians in New York City—Verrazano, Columbus, Mazzini, Dante, and Garibaldi, to Italian theaters, and to Italian trade and book exhibitions.

I do not believe that the things the members learned were restricted to things Italian. I believe their experiences made them reflect far beyond the boundaries of Italy. The activities of the Circolo were planned purposely to enrich their lives, to give them new interests, to show the contributions of Italy to America and to the world, and lastly to break down any provincialism which may exist and which we Americans are often accused of. We believe we have achieved somewhat our aims, and that our activities are in the right direction. The activities of the Circolo have represented a definite attempt to conduct a school activity along the lines of a new philosophy of education.

TRAINING THROUGH CLUB ACTIVITIES

L. P. FARRIS

EDITOR'S NOTE: Mr. Farris has for some years been prominent as a leader among the secondary-school principals of California, by virtue of his one-time position as principal of the Hamilton Junior High School of Oakland and his present position as principal of Oakland High School, and through the influence he has exerted as a holder of important offices in State educational associations. His article represents a summary statement of certain of the values to be derived from club activities.

F. T. S.

Some one has said that "progressive education means learning the lessons of life naturally, under friendly guidance, in an environment of freedom suited to the age and capacity." If this definition is a good one it does not seem unreasonable to expect that many valuable outcomes and permanent carry overs will result from training through clubs and activities.

Charles Francis Adams, great-grandson of former President Adams, is credited with saying: "The playing of chess would have done me more good while at Harvard than any course that was offered there." The special merit he ascribed to the game was that "it requires the player to attain his end, to marshal all of his resources."

An activity program is indispensable in a modern high school. The fact that most high schools of the country nowadays under our compulsory education laws have all the children of all the people to educate is sufficient justification for the above statement. It is a well-known fact that as the home does less for the child, the school must do more.

The school is filling the need for adolescent recreation by its numerous activities. The brightest spot in many a youngster's life is the time he spends in school. He looks to the school for his pleasant hours, and has a large variety of extracurricular activities from which to choose.

The beneficent effect of these activities on a student's character are too well recognized to need any but passing comment. The development of initiative, the ability to be agreeable to one's companions, to cooperate in executing a program, aside from the knowledge obtained in the subjects pursued

in the organizations, are of inestimable value to a person who anticipates getting on in this modern world.

Youth of today faces a future with greatly increased hours of recreation. Not only does an activity program afford training for "the worthy use of leisure" but it also most effectively and directly engages youth in a practice of it. Music clubs prepare for many enjoyable hours around the fireside in later life, and furnish rich and wholesome fun while learning. Music, by virtue of its rhythm, the social organization necessary to its expression, and the purity of its emotional range, legalizes and directs emotional experience through safe and beneficial channels.

The objectives of club activities in high school may be stated broadly as the development of ethical character, social and vocational effectiveness, and ability to use leisure wisely. Clubs, properly supervised, can be made to carry the student beyond classroom routine into educational experiences of great value to him, because they are pointed by his own enthusiasm and experience.

In the extracurricular work in dramatics students have the experience of working together for definite artistic results. They are trying to produce an imitation of life in the outside world in such a way as to be effective before an audience of their peers. This involves the development of skill, social poise, self-confidence, cooperation, and many other valuable social and personal characteristics. Students learn through their own experience that it is impossible to stage a successful production unless every one, down to the smallest property manager, does his work without failure in any

item, and that one person may, through laziness or ill-temper, bring failure to their common enterprise. But it becomes clear, also, that each student, in the trial by fire, which is the actual facing of an audience, must stand on his own feet, that no one can help him but himself. Thus the lessons of interdependence and self-reliance of modern life become more clear to him than ordinary classroom experiences can make them. Such activities as dramatics, which involve appreciation and expression of the artistic, the beautiful, and the true will lead students, also, to a wise as well as happy use of leisure. These students will hold a higher standard than mere entertainment for the plays they see.

Subject or curriculum clubs such as the French or the Spanish Club afford great socializing effectiveness. Skits, talks, and songs depicting customs and social usages of other countries are chief among the activity materials used in these clubs, and these supplementary materials teach in a lasting way that part of the child usually untouched by traditional subject matter and methods. Subject clubs are justifiable on the ground that because of the wide scope and multiplicity of interests of the pupils in a school, it is impossible for the regular curriculum at the present stage of curriculum building generally to provide activities which satisfy all.

(Returning to the definition of education quoted in the first paragraph of this paper I maintain that I have pointed out that through the one activity, that of dramatics, students learn the lessons of life naturally, under friendly guidance, in an environment of freedom and suited to the age of the learner.) This statement of course is made on the assumption that dramatics is an elective and that the teacher is not displaying professionals but merely training up amateurs.

Individual development is hastened in a

permanent way through club activities especially when those activities are based purely on pupil interest; *i.e.*, are elective. A teacher sponsor of a Writers Club recently in reporting the club's progress to her principal pointed out the fact that the club's membership was made up almost entirely from those who have a craving interest in creative writing.

That activity training develops and conserves wholesome public opinion is borne out by reminding ourselves that children are so sincere in portraying characters of a play that unconsciously some of the desirable traits depicted are acquired through admiration. Selfish, unruly, and dishonest children, given their own type of part, soon sense the attitude of the other members of their group towards them, and frequently are influenced to mend their ways.

Clubs aid in the formation of worth-while personal friendships. For example, training in Girl Reserve work often becomes for some preparation for life work, perhaps in various departments of the Y. W. C. A. or for other types of social-welfare work. From such activities are often developed the beginnings of international-mindedness. For example, it has been called to my attention that a friendship tea given by a Girl Reserve group in high school in honor of a former Roumanian Girl Reserve, who is now studying in this country, resulted in the establishment of regular correspondence between Girl Reserves in California and those in Roumania; and, also, in the furnishing of a doll house in a local hospital filled largely with foreign children.

Successful participation in school activities often not only enables a student to find his interests but also helps him decide upon a vocation for life. Usually there prevails that necessary freedom for pupils to follow up their special interests and aptitudes, whether they are aviation, some branch of

POINT SYSTEM IN EXTRACURRICULAR ACTIVITIES

public speaking, or participation in social and civic affairs. Possibly student activities afford the one most effective means of training youth for loyal participation in the affairs of everyday life.

(Volunteer clubs seem to satisfy the group instinct which is a compelling impulse in the adolescent; they also afford a workshop of fun in which a solidarity of purpose may be developed joyfully, and in keeping with

the group's own power to organize and govern itself.

And finally a club sponsor who is interested, sympathetic, prepared, and ever alert, will, by observing her group while engaged in their own activities, become a better teacher because she will learn of situations and tendencies in the school often undiscovered by faculty members in regular classroom work.)

THE POINT SYSTEM IN EXTRACURRICULAR ACTIVITIES

EVAN E. EVANS

EDITOR'S NOTE: *Whether formal credit should be granted for extracurricular activities still remains a moot question in the minds of numerous persons actively interested in the development of club activities. Mr. Evans presents with admirable clarity a working plan for achieving a compromise between formal curricular credit and no credit at all, and points out the merits of this plan in practice. Mr. Evans was appointed principal of the Winfield, Kansas, High School in 1925, after having had wide experience in other Kansas secondary schools. He is well known for his articles and a recent book on various phases of the extracurricular program.*

F. T. S.

In this discussion, which deals quite largely with the extracurricular program of Winfield Six-Year High School, we shall define extracurricular activities as those good and approved activities, either within or without the regular school day, which are supervised by the school and yet which do not as such grant credit which may be counted towards graduation. No attempt is made to defend such a definition. Those are the things which are here discussed. It is well in this connection to distinguish between the granting of credits directly for extracurricular activities and the granting of credits indirectly as we do in Winfield High School. The bookkeeping prohibits the granting of credits directly. Some of these activities are so minor in importance that they may receive only one or two activity points. These points, converted into the credits which we grant, would mean only one eightieth or one fortieth of a unit of credit. The plan we propose provides that the granting of credits is upon the basis of the total accumulation of activity points. If forty activity points have been earned one-half unit of credit will be given.

Vaughan¹ a number of years ago set up a program whereby points were given for activities and credit was indirectly given. He has continually been in charge of the administration of the program at Winfield. During the past eight years it has undergone constant scrutiny and subsequent change to meet changing curricular and extracurricular conditions. When the program was set up Winfield had not developed its comprehensive homeroom program. Since that time the faculty and student body have cooperated in developing the homeroom program so ably outlined and described in *The Manual of Activities and Administration and the Outline of Home Room Study and Activity*. This homeroom program has as its objectives the following:

Major Objective

To establish a pupil-teacher relationship and subsequent understanding which will enable the teacher to become the personal adviser to a pupil along those lines which come under the educational responsibility.

¹T. H. Vaughan, "Point System and Record Card for Extracurricular Activities," *School and Society*, XVI, pp. 745-747, December, 1922.

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Secondary Objectives

A. Administrative Efficiency: This organization gives small administrative units which are of inestimable value in setting up ticket sales, conducting school activities, etc.

B. Curricular Enrichment: The outlines for study in the homeroom period may and do include materials which are of value and yet those which do not seem to fall logically in any of the particular fields.

C. Pupil Participation: In a large school it is possible by using this complicated mechanism to afford many opportunities to each pupil to participate in the varied activities of the school. Naturally in creating more organizations, more

opportunities are created for citizenship participation.²

I cite these objectives to indicate the great increase in activities provided for pupils when this program was adopted.

Vaughan then presented to the Student Council, the student legislative body of the school, plans for additional point awards to recognize these forms of activity. We now have the point distribution indicated on the accompanying chart (Fig. 1).

²Evan E. Evans and Malcolm Scott Hallman, *Home Rooms, The Extra Curricular Library* (New York: A. S. Barnes and Company, 1930), pp. 6-7.

Fig. 1

The following list gives the maximum number of merit points that may be earned in the various activities of the school. Eighty points may be presented at the end of senior year for one unit of credit in extracurricular activities. (Forty points for one-half credit, etc.) Each year the eight seniors having the highest number of points shall receive a school citizenship emblem, providing each has a minimum of 160 points, 80 of which have been won in activities for which no award is given.

Student Council		Inter-Society	
Student President	25	Inter-Society Basket Ball	5
Secretary	12	Inter-Society Track	5
Other Officers	8	Inter-Society Tennis.....	5
Representative	8	Inter-Society Debate	8
		Other Inter-Society Contests	8
Class		Basketball, Football, Track, Tennis, and Golf	
Senior President	14	Captain of First Team	14
Junior President	12	First Team	12
Sophomore President	12	Captain of Second Team	11
Other Officers	8	Second Team	10
Lead in Play	9		
Part in Play	6		
Society			
President	14	Debate Team	12
Other Officers	8	Second Debate Team	10
Lead in Play	9	Representatives in Music and Forensic Contests	12
Part in Play	6	Stock Judging Team	12
Part in Programs	3	Representatives in Typewriting	12
Y. W. C. A. and Hi-Y.		Miscellaneous	
President	15	Cheer Leader	12
Other Officers	8	Assembly Program	3
Lead in Play	9	Chairman of Standing Committee (Major Or- ganization)	8
Part in Play	6	Members of Standing Committee (Major Or- ganization)	7
Home Room		Chairman of Temporary Com.	4
President (one semester)	5	Member of Temporary Com.	3
Secretary (one semester)	4	Minor Club Officers	5
Other Officers (one semester).....	3	Managers (Stage, Property, Business)	6
Basket Ball Team	5		
Program	2		

Any other activity which involves responsibility—not in connection with work for which credit is given—may count for points.

POINT SYSTEM IN EXTRACURRICULAR ACTIVITIES

The distribution of points as indicated on the chart has been agreed upon by the Student Council after years of checking and weighing and revising. In the beginning an arbitrary set of points was agreed upon by a special student council committee and sponsor. As these points were put into practice, it was found that too many points had been granted for certain activities and too few for others. Our Student Council has, therefore, each year made such revisions as have seemed necessary and wise. While the procedure has been a trial-and-error method, we feel that it has eventuated in a distribution which is as well balanced as it would be possible to work out. The student president, as indicated on the chart, receives almost double the activity points granted for any other activity. That is because his work continues throughout the year and because we expect him to assume certain duties and responsibilities to the extent that no one questions the large amount of points granted for this office.

On the other hand our people in orchestra receive full credit for doing orchestra work. They therefore receive no activity points for orchestra except when they are chosen as members of the orchestra to compete in a contest. We furthermore limit the number of points which a pupil may earn in any series of activities. The purpose of this is to broaden the participation as much as possible.

When a pupil has performed in a careful and complete way any duty, he takes an activity card to the student manager of the project. That manager would be the captain of a team, the business manager of a play, the president of an organization, etc. That manager approves the card by signing and also assigns a grade to the pupil performing the activity (Fig. 2). The card is then taken to the faculty member having the activity under his supervision, where it receives a second approval. To receive points the pupil must have this dual approval. Students, in granting these credits,

Fig. 2

ACTIVITY RECORD CARD
WINFIELD SENIOR HIGH
SCHOOL

NO.....

Merit Points

From Previous Cards.

This Card

Total Points

Leave Blank

Pupil's Name..... Class..... Date....., 19.....

Activity See reverse side of card	Indicate here the nature and date of activity, time involved in carrying it out, and the amount of work done.	Rating by immediate student superior. (Chairman, etc.) See below.
		Rating by faculty sponsor. See below.

"A" for unusual responsibility and work well done.

"B" for average qualities and mediocre work.

"C" for lack of responsibility and dependability, and work poorly done.

are advised to forget friendship or any other personal matters and give as judicial a decision as possible. We find them quite anxious to do this, and the granting of these activity grades is of value when it comes time for sponsors to select pupils for further activities along a similar line. The graded cards are filed for future reference. In assigning a grade both student and sponsor are to consider attitude, responsibility, dependability, and performance. Furthermore, it will be noted no points are granted except where the pupil takes the initiative of presenting the card for approval and then files the card in the proper place. As far as possible the responsibility for securing a record of his points is placed upon the pupil. A modern secondary school is, above all other places, the institution where students must begin to assume responsibility. This gives an additional opportunity for requiring them to assume responsibility if they wish to receive credit for this work. Since the number of points is specified on the card no extra points are given for performing the duty in an unusually satisfactory manner. These points are tabulated for each student as the cards are turned in to Mr. Vaughan, so that at any time a student may know what progress he is making towards securing a coveted number of points.

Some irregular activities arise and these are recognized by a number of points determined upon by the activity-point committee.

A little question occasionally develops because of two extremes of practice by students. A few students are point seekers and strive for committee appointments and activity duties merely to amass activity points. For a number of years the Council has debated plans and schemes to prevent "point seekers" from accumulating unearned points. Sometimes the president of an organization will continue appointing the same people to committees so that his

"clique" of friends may accumulate sufficient points to be among the eight who receive the activity recognition at the end of the year. We have depended upon public opinion to take care of this, and in only one or two instances has public opinion failed. Almost invariably the person who is following this procedure will run up against the frankness of youth sometime during his senior year, and the folly of his practice will be called to his attention. At the other extreme are a few who participate for the joy of the activity and never get any of the activity points they have earned. The great majority, however, carry out the program in the spirit which was intended.

The culmination of purpose in this point system is threefold.

A. When the five honor students in the senior class are elected by seniors and faculty upon a basis of scholarship, citizenship, and general school service, the total points earned are listed after the names of the candidates and general school service is determined largely by these points.

B. Those seniors having earned 160 or more activity points in the three years, providing only the eight with the greatest number of points are to be included, receive school honor recognized by a silver "W."

C. Then all seniors are eligible to receive credit for graduation on the basis of one unit for eighty activity points, with no student to receive more than one full unit. The majority of seniors expect to have at least one-half unit activity-point credit (forty activity points) for graduation. No difficulty is experienced in granting this credit, since the State requires only fifteen units for graduation and the school requirement for graduation is seventeen units.

The attention of readers is called to the fact that this program is neither unique nor unusual in Winfield High School. Faculty members and students consider it as matter of fact as any of the curricular recognition

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granted during the school year. It provides some little incentive for participation in activities. That, however, is not its greatest value. It provides recognition and credit

for graduation for activities which are as much a part of the citizenship training of the school as are the academic subjects of long standing.

A BIBLIOGRAPHY OF OBJECTIVE STUDIES IN EXTRACURRICULAR ACTIVITIES

WALTER M. TAYLOR, JR.

EDITOR'S NOTE: *The bibliography which follows was prepared at the request of the Editorial Committee in charge of this issue of the CLEARING HOUSE. Though the articles listed represent in many instances only preliminary approaches to the problems with which they deal, they will be suggestive both of methods of investigation and of possible outcomes in the objective study of extracurricular activities. The brevity of the list will perhaps be no less suggestive of the desirability of further objective studies in this field.*

Mr. Walter M. Taylor, Jr., who undertook the compilation of the bibliography, has served for some years as extracurricular adviser in a number of Eastern secondary schools. He is at present a member of the faculty of the Newton, Massachusetts, High School.

F. T. S.

The studies included in this bibliography have been selected primarily in terms of their use of objective analysis or experimentation in the approach to extracurricular problems. The compiler has made a reasonable attempt to review all the literature on extracurricular activities appearing since 1925. It is more than possible, however, that articles worthy of inclusion in the list have been omitted. Discussions which are chiefly subjective in nature have been intentionally omitted, though during the period covered by this bibliography there have appeared a considerable number of such discussions which merit widespread attention. Books offering general treatments of the extracurricular program as a whole or of any one of its major phases have also been omitted, since such books are likely to be widely enough known so that they need no special mention.

With respect to the studies listed, the bibliography raises no questions as to validity of data, representativeness of sampling, efficiency or significance of the handling of data, or suitability of the research methods employed. These are questions which, although of the highest importance, can hardly be dealt with in the space here available.

The bibliography is divided into five sections, as follows:

- I. Studies in Objectives and Validation
- II. General Surveys of Practice
- III. Studies of Specific Activities
- IV. Studies of Correlations with Scholarship
- V. Significant Bibliographies and Summaries of Findings

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THE ADVISER'S PROGRAM IN THE JUNIOR HIGH SCHOOLS OF PROVIDENCE

RICHARD D. ALLEN

EDITOR'S NOTE: Dr. Allen will be remembered as the chairman of the Advisement and Guidance number of the CLEARING HOUSE. He is assistant superintendent of schools in Providence, Rhode Island. Wherever guidance is discussed by teachers the question is raised: "But how should the guidance program be set up?" Dr. Allen tells us how the program is set up in Providence.

F. E. L.

At present there are wide differences both in theory and in practice concerning the specific duties of the adviser in the junior high school. Some schools employ a single counselor or adviser who does nothing but teach occupations. Some of these advisers teach twenty-five different classes each week, while others teach five classes, each five periods per week. Such a program leaves the adviser practically no time for any other activities and makes it impossible for her really to become acquainted with more than a very few of the many children for whom she is responsible. In another school the adviser does no regular teaching at all but spends her entire time in testing, home visits, individual counseling, and record keeping. She meets only the problem children, not more than from five per cent to ten per cent of the entire group. In still another very large school the adviser is chiefly concerned with interviewing all pupils who are leaving school through graduation or otherwise and in assisting them to find suitable work and to plan their further training. Each of these programs make the position of adviser an entirely different job from any of the others.

Some authorities advocate full-time advisers, others prefer part-time advisers, and still others believe that every teacher should be an adviser in her homeroom group. In view of these wide differences in theory and practice, it may be helpful to analyze the guidance functions of the junior-high-school adviser and to discuss some of the problems involved in planning the program of each adviser so that it will be as effective as possible.

In the first place, guidance should be regarded as a service which all children need and which is fundamental to economy and efficiency in the administration of the school program. The principal of a large school can no longer hope to perform such a function for all of the pupils. Consequently it becomes the duty of the adviser to study the individual differences of her pupils in order to help the school to serve each child in accordance with his needs, his abilities, and his interests.

If this task is to be done effectively, it is necessary:

- ✓1. That each adviser should have a group of reasonable size. It should be possible for her to know and to study every child, not merely the troublesome ones, for every child presents a different problem;
- ✓2. That the adviser should have frequent contacts with all of the pupils in her group—one interview each term is not enough;
- ✓3. That a continuous study should be made of the same group by the same adviser over a period of three or more years;
4. That opportunity should be provided both for group contacts and for individual interviews with the pupils assigned to the adviser;
5. That the adviser should be trained and expected to utilize the data of objective measurements of educational achievement and of special abilities;
6. That the adviser should have and use reliable objective measurements of general intelligence;
7. That the adviser should be made responsible for ensuring to each child a reasonable background of occupational infor-

THE ADVISER'S PROGRAM IN PROVIDENCE

mation which may be of assistance at a later date in choosing his vocation, preparing for it, entering it, and progressing in it; and

8. That the adviser should be responsible for providing her group with a background of social experience and attitudes which will aid in the development of habits of co-operation, responsibility, tolerance, and teamwork which are basic to real success.

The above list of functions emphasizes the variety of tasks for which the adviser should be responsible. The adviser who merely teaches occupations all day, or who interviews and advises children all day, or who confines herself exclusively to any special task in the guidance field, soon finds a sameness and repetition about her work which has a very narrowing effect. She finds herself saying the same things to each class, repeating the same advice to each pupil interviewed, and following the same daily program. The subject teacher encounters a similar situation though not to so great an extent. Neither is as badly off as the factory worker who is engaged in a repetitive task. This is always the danger of too high a degree of specialization at tasks requiring much skill but little understanding or judgment or initiative.

This problem is being met by industrial engineers by a redistribution of specialized jobs into integrated units. For instance, the former method in a certain gas and electric company was that one man read meters, another delivered bills, another collected bills, another listened to complaints, another repaired equipment, another sold appliances, and so on. Each worker knew only his own task. Frequently he neither thought nor cared about other features of the service to the public. In fact he often lost sight completely of the service aspects of his work as a result of the divided responsibility. The result was a dissatisfied, critical, and hostile public.

The new method is to select a young

married man, educated, ambitious, and capable. The company pays him a fair minimum salary plus bonuses and commissions. He lives in the district that he serves as the company's representative; he reads meters and does in his district all of the other routine tasks formerly done by many individuals for many districts. But he does more: He adds personality and service and interest to the relations of the company with the public. When he reads the meter he may note that too much gas has been used. As a result he may regulate the stove or hot-water heater, or he may suggest more economical types of light bulbs. He listens to complaints, but he also sells appliances which will meet individual needs. He takes care of repairs and even sells the stock of the company to the users of the commodity. He is known to the people by name and they can call him day or night. He is the personal representative of a public-service enterprise which formerly was considered to be heartless and impersonal. The higher the sales of the commodity and equipment, the higher pay he receives. He must show results.

Few persons realize the extent of specialization in a school system. With the thirteen years of the child's school life divided into twenty-six terms, and with possibly eight different individual teachers, supervisors, and principals dealing with him each term, the number of specialists with whom a child comes in contact is almost sure to exceed 100 and may exceed 200. Each of these teachers sees the child for only a short time and consequently feels little personal responsibility for ultimate results. If education is to be a service for the child, there must be definite responsibility, continuous treatment, better articulation. These the adviser must provide since there is no one else whose duty it is to see the child as a whole and continuously over his entire period in the school.

In an attempt to avoid the dangers of

specialization and to make the adviser's task a composite one and an articulating element, the following program has been evolved.

1. Of a twenty-five period load, each of the class advisers is given one period a day for individual conferences for each 200 pupils in her class.

2. Whenever possible advisers are relieved from homeroom duties in order to assist in homeroom programs, to confer with other teachers and with parents, and to meet committees of pupils.

3. The adviser is given an entire grade of pupils for whom she is to be responsible during their entire school course.

4. The adviser teaches the study of occupations to all of the sections of her grade for one period each week for three years. Thus she is responsible for the background of occupational information which all children need. She can study their reactions to occupational interests over a period of three years.

5. The adviser conducts a pupils' forum for one period each week in each section of her grade. Problems of personal and social relations are discussed as well as choices of electives, school activities, and community problems. Thus the adviser has an opportunity to study individual social reactions. The class is often conducted by the case-conference method.

6. The adviser will then have less than ten hours per week scheduled in other school subjects. The chief adviser, or head of the department, is allowed a period each day for supervision and may be allowed another period per day for the continuous study of the program of the school.

Thus the head adviser may appear to be a full-time person in guidance work, but actually the classes in occupations and the student forums are charged to instructional costs, the extra allowance of the head of the department is charged to supervision, and only the periods devoted to individual

counseling are charged to guidance. In fact, in some schools the study of occupations and of personal and social relations are classified under community civics.

The costs of such a program may be summarized as follows:

a) For individual counseling:

Six class advisers at one period each for counseling=1 1-5 persons on the payroll charged to guidance.

This is the total net cost of the guidance personnel in a junior high school.

b) But with this are the following activities which are charged to instruction since they take the place of other subject instruction:

Six advisers at one period each in occupations=1 1-5 persons

Six advisers at one period each in student forums=1 1-5 persons

Thus the total program time devoted to counseling, orientation, and personnel equals 3 3-5 persons.

c) In addition to this each adviser devotes much time at home and after school hours to the work. Moreover with six advisers there will probably be also six times the interest in the work, and this is again multiplied through the inspiration of example and through coöperation and friendly competition within the department.

If the adviser's task is to be a professional one, it must not be permitted to become largely routine and clerical in its nature. It must require responsibility, judgment, special qualifications and training, broad experience and information, and an open mind. It must combine all of the principal guidance functions including

1. personnel records and research
2. individual counseling, and
3. orientation or group guidance.

These three are as mutually essential as the three legs of a stool.

On the one hand, a narrow specialist cannot satisfy these requirements; and, on the other hand, the task should not be one in

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which the adviser will become a narrow specialist. Both of these aspects must be considered: The truly professional adviser can reconstruct a routine program into a profession, but a routine worker may reduce a profession to a routine task; conversely, a routine program may blunt the professional spirit and viewpoint of an excellent adviser so that atrophy may result, while a professional program may challenge the interest and develop the latent abilities of even an average worker, inspire him to better professional training, and result in continuous personal and professional growth. Principals should realize the importance of these facts in working out the program of the adviser.

But some principal may still raise objections such as the following:

1. "Counseling is a highly specialized task demanding rare tact, wide experience, and special training. The counselor should be relieved from class teaching and from the clerical tasks involved in record keeping in order to utilize her training and ability to the utmost. I would rather have one first-class counselor for 1200 pupils than six mediocre part-time advisers." Or

2. "It is more economical to have the recording and statistical work done by clerks at 50 cents an hour than by professional workers at \$2 or \$3 an hour." Or

3. "Let every teacher take her part in the orientation program. That is the way to get them interested."

These objections seem so obvious and so logical that they deserve very careful consideration.

Let us examine them in detail.

1. The single expert counselor for 1200 pupils must devote her efforts primarily to problem pupils. There is a danger that she may lose sight of the so-called normal group. Like the dentist, who comes to the conclusion that eighty per cent of the population have pyorrhea because he does not come in contact with the normal persons, or

like the specialist who sees only subnormal children, the social worker who deals only with delinquents, or the moral reformer who deplores the morality of modern youth because of conspicuous young criminals in the news reports, so that counselor who deals only with problem children may get a warped picture of her problem. She needs contact with all kinds of problems; she can learn much from pupils who do not need her assistance that will help her with those who do need her aid. And there are services that the adviser can render which every child needs. These are reached largely through the group guidance or orientation program and through the records of the personnel file. One highly skilled counselor as head of a department can be training and assisting five other counselors who are less skilled. If the head is promoted, dies, or resigns, there is some one for the place who is at least partly trained and who knows the work, the pupils, and the school. For this reason an organization is to be preferred to a person. It is dangerous to put all of the eggs in any one basket. Therefore it is wiser to have several advisers each of whom is skilled in all phases of guidance rather than to have each adviser specialize in any one phase of the work.

2. Can the records be kept by a clerk? Yes, if it is only cold facts that are desired. But facts are useless unless they are studied by some one, unless they result in action of some kind, unless they perform a useful function. The best way to get records used is to have the entries made by the person who seeks the information and is expected to use it. The clerical and statistical work is a necessary step for the adviser in becoming acquainted with her pupils and in studying her job. Any clerical work which does not contribute to this end may well be omitted entirely. Most clerical work that is performed by clerks is of very little use to pupils except to record the credits earned. The personnel features of guidance require

records and statistics, but these give the adviser a basis for the scientific study of her pupils and are an important element in her professional training and experience.

3. "Every teacher an adviser" is a splendid ideal, but it seems scarcely practical. There are ways in which every teacher can cooperate; every teacher can do something and should be expected to do so. But "everybody's business is nobody's business," and divided responsibility is very poor policy. Guidance must mean continuity in the study and treatment of children. Changing pilots in midstream may be disastrous. It takes time to study children, to make friends with them, to win their confidence, to learn their plans, to become acquainted with their difficulties, and to earn their respect. It is a task which not every teacher can accomplish even if she would. Some teachers—a few in every school can do it—love to do it—and are willing to do the extra work and undertake the special training. If the adviser is to study all of her pupils—the normal as well as the problem group—her program must provide frequent contacts with them either singly or in groups. Individual conferences are necessary sometimes, but they are expensive. Group contacts through orientation activities make it possible for the adviser to meet each of her pupils two or three times every week for three years and to study his reactions to occupational interest, to personal and social relations, and to class and school activities.

Children who are not obtrusive and troublesome have their problems. Any parent will soon convince one that every child is a problem. The only reason that the term is applied to the few is because relatively their problems seem to be more obvious and urgent than those of the many. Even a casual study of the needs of children leads inevitably to the conclusion that all children need guidance and that all teachers must share in the task. Such an undertaking

cannot be successful, however, without definite responsibility and organization. No single individual can do the work alone. It is not confined to helping children who are leaving school to find positions, or to teaching occupations, or to supervising a program of educational and psychological testing, or to home visiting, discipline, or adjusting failures, or even to assisting pupils in the choice of curricula. Guidance must do all this and more and must do it for all children. It is the engineering task of realizing educational ideals and applying them to individual pupils—individualizing education.

The result of making the adviser's task one of variety rather than one of routine is that the task itself becomes somewhat of a self-training device, like a self-sharpening lawn mower. As the adviser teaches occupations to the same group of pupils for six terms, she is herself acquiring a fund of information and interests which is sure to improve her work as an adviser. When she meets pupils in forum groups in the discussion of school problems and of personal and social relations by the case-conference method, she comes to know her pupils better, to be acquainted with their ideals, prejudices, and loyalties, and to recognize leadership in some, staunch dependability in others, and lack of moral fiber in others. Such a study will make her a better student of children and a better adviser. And finally, the constant handling of personnel data in the study of problems of adjustment in grading, classification, and elective subjects, and the checking of her results with those of other advisers, all such activities must lead to self-improvement, to a better understanding of the factors which condition success and failure, and to a desire to know more in a field of research so fascinating. We no longer study nature entirely out of books; live specimens are studied out of doors or in the laboratory. It is time that teachers should study chil-

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dren at work in school with every means which science, intelligence, and sympathetic understanding can devise, and should study

them continuously so that the human element in education as in employment may be handled more intelligently.

PRINCIPLES OF PLANNING A DAILY PROGRAM FOR JUNIOR HIGH SCHOOLS

LOFTER BJARNASON

EDITOR'S NOTE: Mr. Bjarnason is supervisor of grammar grades and junior high schools, Utah Department of Public Instruction, Salt Lake City. He recently joined the CLEARING HOUSE staff. We are pleased to publish this statement of junior-high-school practices in Utah.

F. E. L.

The organization of a school largely determines its efficiency. If the work to be done is poorly organized and the daily schedule badly coördinated, indifferent results will be achieved even though the teachers be reasonably well trained and otherwise efficient. On the other hand, a well-organized and efficiently administered school will produce correspondingly efficient results, for the efficiency of the organization and the effectiveness with which the school is administered will be reflected in the classroom work of the teacher. No teacher, however well trained she may be, can do skillful work in a poorly organized school. Even the poorly trained teacher may be led to do passable work if the organization and administration of the school is what it should be.

Obviously a school should be organized and administered in terms of the educational purposes to be achieved. In the elementary school, mastering of the mechanics of reading, writing, arithmetic, and language is the fundamental educational objective. The senior high school aims to give pupils a high degree of appreciation and understanding of the subject matter of differentiated curriculum. The objectives of the junior high school are many. As they affect the organization of the school, they may be considered under two main heads. First, a fundamental purpose of junior-high-school organization is to achieve the gradual transition from elementary education to secondary education particularly as this relates

to what is generally termed academic subjects, such as English, mathematics, exact science, and social science. The second general and a fundamental purpose of the junior high school is that of providing an environment rich in opportunities for exploratory contacts in as many lines of human interest and endeavor as the school can afford to supply.

With these two general functions in mind, we can proceed to set down certain principles of program planning which in turn will determine the form of the organization and administration of the school.

Since an important function of the junior high school is to achieve a gradual rather than an abrupt transition from elementary to secondary learning, it follows that each teacher of the required subjects, the constants of the curriculum, should teach on each level; that is, she should teach at least one section of each of the grades represented in the school. In a standard junior high school these will be seventh, eighth, and ninth grades. The teacher who teaches arithmetic in the seventh and eighth grades and algebra in the ninth will be able to introduce algebraic concepts and algebraic modes of thinking so gradually that the pupil will assimilate the latter without becoming aware of any definite line of demarcation between elementary arithmetic and secondary mathematics. The teacher of science will accomplish the same gradual transition.

The first part of the seventh year is al-

most wholly devoted to education of the elementary type and the last part of the ninth year is wholly given over to education of the secondary type. Putting this in another way, during the first part of the seventh year the teacher continues to train her pupils in the fundamental processes and skills involved in the subject. She does not deal with their application to life situations except as such applications give content and meaning to the pupils' study and practice. Little by little abstract thinking is introduced. During the latter part of the ninth year the pupils' study is directed more and more to abstract principles and reflective thinking and less to the mastery of fundamental skills.

Here we have, then, what may be termed vertical rather than horizontal departmentalization of instruction—a principle that must be considered in the preparation of the daily schedule.

As each teacher is expected to achieve the gradual transition from elementary to secondary training, so each teacher is expected to train her pupils to achieve the general objectives set up for junior-high-school education and the specific objectives of the subject or subjects in which she gives instruction. For example, each teacher is expected to train her pupils (a) to study a given problem or principle until they have mastered it, (b) to read the printed page with maximum comprehension, (c) to speak and write in fluent, correct, and extended discourse on a subject with which they are familiar, and so on for all the objectives in terms of training listed in Manual One of the course of study.

Since each teacher has this responsibility, it will be necessary for her to devise tests and measurements that are peculiar to her subject and that will reveal to her the progress or lack of progress made by her pupils and consequently the success or failure of her instruction. It is impossible to use successfully the same techniques for measuring

the learning products for all subjects or even for different aspects of the same subject. But there must be some sort of measurement, or how else can the teacher be assured that her pupils are gaining increasing ability?

Along with the gradual transition mentioned above, each teacher of the junior high school is expected to train boys and girls in the art of studying economically and efficiently. In more simple terms, this means that as a result of the direction given to him by his professionally trained teacher, the pupil will learn more and learn it better and in a shorter time than he would if he were being taught and directed by a layman or left to his own devices. From this it follows that there can be no open periods in the daily program of the junior high school. It is during the three years of the junior high school that the pupil is to learn this art and establish these habits of close application to the point of mastery so that when he goes into high school and college he can carry on independently without the constant supervision of the teacher.

As soon as the teacher accepts this responsibility for training pupils in the art of studying effectively and thereby acquiring efficient mental habits, she begins at once to realize that subject matter used for instructional purposes must be organized in an entirely different manner than when the teaching objective is that of training pupils to acquire mastery of primary skills, or, as some have called them, the primary adaptations. When the learning objective is that of understanding, subject matter must be organized in terms of understandable units. Here we have the key to the problem of how to plan instruction both as to method and technique. In planning her teaching procedure the teacher will find it necessary to get away from the common practice of the daily lesson as the unit of instruction. She will set up the more comprehensive unit as the center of learning

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interest. This will in turn call for an entirely different procedure in managing and conducting the learning activity during the teaching period. Naturally there will be no uniform lesson assignments for home preparation. There will be no lessons assigned "for tomorrow." There will be no recitations of the traditional type. All work will go on under the immediate guidance and direction of the teacher. At the close of the period the pupils will leave their activity as the laborer or business man leaves his work at the close of the workday to be taken up the next day at the point where he left off. The work progresses from day to day, little by little, until the goal of mastery has been reached.

All class periods in the junior high school must be regarded of equal educational worth. A period in the sewing room or shop or in physical education must be accepted as of equal educational value to that in English, mathematics, social science, or exact science. Again, so far as the constants of the curriculum are concerned, all classes will be of about the same size. Until we have definite, scientific evidence to show that classes in the practical-arts courses must be smaller than those in academic subjects, the shop teacher and the teacher of homemaking will have to conduct classes of practically the same size as those conducted by the English teacher. In short, all class sections in required subjects will be about the same size. Both classrooms and daily schedule must necessarily conform to this standard.

In order to achieve this training in the art of studying economically and efficiently, the teaching period has been lengthened and is the same for every subject. We have set up in our State as a minimum a period of 45 minutes. In some schools the period has been lengthened to 55 minutes. With the former period the regular school day consists of seven periods, six devoted to the required and elective courses and one

designated as a homeroom period. In some of our more progressive schools this homeroom period has become a social period during which many activities are conducted by the several teachers of the school and the pupil chooses freely the activity in which he is interested and which he desires to study for its own sake. In order to have such a period when the program is organized on the 55-minute plan, the school day must be lengthened by from 30 to 40 minutes or so to permit of this social period. We shall speak of the activities of this period later on.

Because junior-high-school pupils are too immature to be left to their own initiative in carrying out the daily round of activities and because they still need the constant and sympathetic guidance of some particular individual, a home teacher should be designated for each group. This home teacher or homeroom teacher, as she is designated in the Manual on Junior High School Organization and Administration, should keep the attendance record and other records of the members of her group. She is the school mother of these children. They go to her for advice and counsel. She marks their report cards and is their sponsor before the faculty and before the patrons of the school. She should know the progress that each member of her group is making in each of the subjects he is pursuing. She assumes the general direction of all case studies made of members of her group. In lieu of a visiting teacher, she becomes the agency of the school through which such data concerning problem pupils is secured as will make possible a readjustment of the misfit pupil. It will be to her and not to each teacher of the school that parents will look for help in planning the social education of the child.

In the junior high school each teacher should know what every other teacher has taught so that each in turn can see to it that the pupils carry into practice in one

situation the fundamental processes and skills acquired in another situation. Failing to comply with this important aspect of teacher coöperation and pupil guidance has been a stumbling block to many a junior high school. Lack of coördination and correlation of learning activities has been the reef upon which many a junior-high-school bark has foundered. Whatever may be the practice in high school and college, there must be no single-track teaching in the junior high school.

We have said that the second general function of the junior high school is to provide an environment as rich in exploratory contacts as means and circumstances will permit. In our larger schools this may be done by offering a large number of elective courses. From among these electives the pupil, under the guidance of his parents and homeroom teacher, selects the ones in which he has already found some interest or in which he thinks he will discover an interest. In our smaller schools, on the other hand, it is impossible to provide these exploratory contacts through a wide range of elective courses. The cost of so expanding the curriculum would be prohibitory.

Before we proceed to a further analysis of this point, it is necessary to make a very pertinent observation. Every subject has its own exploratory aspects and every teacher in the junior high school should discover for himself and his pupils the vocational, avocational, and cultural possibilities of the subject or subjects he teaches. Besides achieving the training values inherent in the subject, the teacher should make the pupil aware of these other values.

Even in the larger schools the exploratory values found in each subject should be stressed. In the smaller schools, it becomes especially important that they be not neglected. The small school must make up through an enrichment of the courses it is able to provide what it lacks in not being

able to offer a large number of electives. Again, the small school should arrange its schedule of classes so as to provide for one period daily to be devoted to a wide range of activities from which the pupil selects one in which he has found an interest. This may be called the self-activity and homeroom period. Some have called it the social-activity period. During this period every teacher will be in her homeroom, and those of her pupils not otherwise occupied will work under her direction. As many special activities as the school can afford will be conducted during this period. Preparation of programs for the school assemblies in which the pupils are the chief participants will be an important feature. This is the period of special classes in art, music, dramatics, public speaking, debating, and other forms of artistic expression and cultural interest. This is the hour for the meeting of such clubs and societies as the teachers find worth while to encourage and to sponsor. Naturally these will vary according to the school and may change from time to time.

This social period will afford the homeroom teacher the opportunity to give special help to the slow-learning pupil. On the other hand, the fast worker who desires to learn more of a given subject than he can during regular class periods can spend the time in the library reading room. Where such a room cannot be provided, each classroom should be equipped with a reading table adequately supplied with supplementary books. Here the fast worker may, through wide and varied reading, acquire that breadth of view and depth of understanding that is so valuable for intellectual progress but which cannot be adequately supplied in the regular classroom. Guiding pupils through the activities of such a free reading room is one of the most valuable services a teacher can render a pupil during this formative period of his life. In many instances cultural interests

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that abide through all the individual's later life will be established through this contact.

Again, it is during the social-activity period that field trips for work in natural science and other subjects may be taken without interfering with regular class work. Boys who desire to do special work in the shop and girls who want to engage in sewing or cooking activities supplementing their class work may do so during this period.

The social hour in the small junior high school is, then, the golden opportunity for exploratory contacts. It takes the place of what has come to be known as extracurricular activities. Here each pupil finds some interest to pursue freely for its own sake. There is no compulsion, no restraint, no credits. Each individual is allowed to do what he wants because he wants to do it. If he has not found some special interest, he remains with his homeroom teacher and works under her direction.

Let us, then, summarize the principles that should be considered in planning the schedule of classes and activities for an average junior high school.

1. All class periods should be regarded of equal educational worth.
2. Each teacher is expected to achieve the training objectives of junior-high-school education.

3. Departmental work should be on a vertical rather than on a horizontal plane.

4. There are no open periods in the daily program of a properly organized and administered junior high school.

5. Six regular 45-minute periods daily constitute the standard program with one period devoted to homeroom and social activities. With a 55-minute teaching period the school day should be lengthened to admit of the social period.

6. In all required subjects the sections will necessarily be of about the same size and teachers should be prepared to handle their groups on that basis.

7. Each group of children should have a home teacher who assumes special responsibility for the progress and development of each pupil.

8. Because of the purposes to be achieved, subject matter should be organized in large, comprehensive units rather than in fragmentary daily lessons and all study and preparation should be definitely directed and carefully supervised.

9. Each subject or subject group has its own exploratory aspects. The teacher is expected to assume responsibility for stressing these values.

10. The social hour embraces all those activities which formerly were regarded as extracurricular.

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BOOK NOTES

Selected from The Booklist

Published by the American Library Association

Grow Thin on Good Food, by Luella E. Axtell. New York: Funk and Wagnalls, 1930. 336 pages illus. \$2.00.

An author-physician here advises reducing by means of a rational diet scheme which ensures variety as well as a sufficient amount of the essential foods. Recipes and menus are given, and two chapters are devoted to exercises. Written in a lively style, and illustrated with humorous drawings.

Imperial Palace, by Arnold Bennett. Garden City, N. Y.: Doubleday, Doran, 1930. 769 pages. \$2.50.

A vast hotel de luxe, its numerous activities, and the people on its staff are made the symbol of an adroit satire on this phase of modern life. The immaculate Evelyn Orchem, managing director, is the sublime center of all this grandeur. His two love affairs provide considerable interest. There is no plot—only atmosphere. The whole is a remarkable achievement.

The Best Plays of 1929-30, and the Year Book of the Drama in America, edited by Burns Mantle. New York: Dodd, Mead, 1930. 584 pages illus. \$3.00.

Contents: The Green Pastures, by Marc Connelly—The Criminal Code, by Martin Flavin—Berkeley Square, by John Balderston—Strictly Dishonorable, by Preston Sturges—The Last Mile, by John Wexley—The First Mrs. Fraser, by St. John Ervine—June Moon, by Ring Lardner and G. S. Kaufman—Michael and Mary, by A. A. Milne—Death Takes a Holiday, by Walter Ferris—Rebound, by D. O. Stewart.

Little America, Aerial Exploration in the Antarctic; the Flight to the South Pole, by Richard Evelyn Byrd, with 74 illus. and maps. New York: Putnam, 1930. 422 pages illus. map. \$5.00.

This account of Byrd's expedition to the Antarctic is built up from notes and diary and is a record not only of the undertaking in its technical phases, but also of human endeavor under extraordinary circumstances. The details of daily living

are balanced with scientific information and the direct, simple manner in which the whole is presented will make the book one of wide appeal. Very fine illustrations from photographs. Index.

Some Folks Won't Work, by Clinch Calkins. New York: Harcourt, Brace, 1930. 202 pages. \$1.50.

A thought-provoking statement of facts on unemployment, based upon family histories gathered by settlement workers throughout the United States. The author's purpose is to dispel popular fallacies about unemployment and to rouse the public to an appreciation of the moral and spiritual as well as physical disintegration it causes. Vividly written, this book belongs in all libraries.

Four Contemporary Novelists, by Wilbur Lucius Cross. New York: Macmillan, 1930. 204 pages. \$2.00.

A sane appraisal of the work of Conrad, Bennett, Galsworthy, and Wells. It is the author's belief that these four, belonging to the older generation in the English tradition of Scott, Dickens, Thackeray, George Eliot, and Hardy, are more representative of all aspects of contemporary civilization than any other group of writers. These essays supplement *The Development of the English Novel* (A.L.A. catalog 1926). In abbreviated form they have appeared in the *Yale Review*.

So Youth May Know; New Viewpoints on Sex and Love, by Roy Ernest Dickerson. New York: Association Press, 1930. 255 pages. \$2.00.

Problems of sexual ethics that the author has found, in his work with young men, need fresh discussion and more idealistic interpretation in terms of social values. "These questions are not mostly about sexual physiology, but about problems of clean thinking, self-control, comradeships with girls, courtship, and homemaking. Beyond giving some basic information, I have paid comparatively little attention to the physical side of sex, since my experience has emphasized the greater importance of these other matters."—*Preface*.

BOOK NOTES

Collected Poems of Robert Frost, by Robert Frost. New York: Henry Holt, 1930. 349 pages illus. \$5.00.

Contains the previously published volumes—*A Boy's Will*, *North of Boston*, *Mountain Interval*, *New Hampshire*, and *West-running Brook*—including six hitherto unpublished poems. Attractive format.

The Water Gipsies, by Alan Patrick Herbert. Garden City, N. Y.: Doubleday, Doran; London: Methuen, 1930. 414 pages. \$2.50.

Jane Bell was a housemaid who lived on an old barge with her father and her sister Lilly. Jane walked out with Fred and Ernest and thought in terms of the film captions which she knew so well. When Jane loses her "honour," marries, or drowns a man, Mr. Herbert makes no attempt to harrow or shock the reader. He accepts the situation understandingly. The river and its picturesque activities run throughout this delightfully written story, and a wise and humorous contemplation of human nature is continually evident. The author is the famous A. P. H. of *Punch*.

Songs of the Lost Frontier, by Henry Herbert Knibbs. Boston: Houghton Mifflin, 1930. 85 pages. \$1.75.

The stories of cowboys, miners, bad men, and the life of the old West, told in swinging verse.

Lyric America; An Anthology of American Poetry (1630-1930), edited by Alfred Kreyenborg. New York: Coward-McCann, 1930. 632 pages. \$5.00.

About 250 poets are represented in this collection. It was planned as a companion volume to the editor's *Our Singing Strength* (*Booklist* 26:151, Ja 30) and has no biographical or critical notes, such as are found in Untermeyer's *Modern American Poetry* (*Booklist* 27:118, N. 30). It is not limited to the last century, as the latter is, and includes more recent poets, but, in general, does not represent poets as fully. Author, title, and first line indexes.

Laugh with Leacock, An Anthology of the Best Works of the Author, by Stephen Butler Leacock. New York: Dodd, Mead, 1930. 339 pages. \$2.50.

About thirty of Leacock's most popular essays and sketches have been selected from his published works to make this humorous anthology.

MODERN HISTORY OF EUROPE

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HERE is a book written in a clear and decisive style, that awakens the student to an understanding of the relation of history to life. The book helps the student to make an "artificial extension" of his memory to the events of the past, in such a way as to form such vivid images of them that they become a part of his own experience. Having thus "lived in the past," he will be able to meet more intelligently the situations of the present and the future.

The illustrations have been the subject of considerable research both here and abroad. Many are reproductions of famous paintings or engravings now in the museums of Europe, such as the National Portrait Gallery in London, The Louvre, and The Deutsches Museum in Munich.

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The Wanderer of Liverpool, by John Masefield. New York: Macmillan, 1930. 139 pages illus. diag. \$3.50.

In this unique and stirring book, Mr. Masefield, writing the biography of one ship, recreates the days of sailing vessels. The building of the *Wanderer* and the history of her voyages, told in prose, is interspersed with verse narrating two of her most disastrous experiences. Illustrated with pictures of old ships.

Forty Singing Seamen, and Other Poems, by Alfred Noyes. Decorated by E. MacKinsty. New York: Stokes, 1930. 124 pages illus. \$3.00.

These lusty poems are issued in most appropriate format. The type seems especially bold and black, and the illustrations, both in black and white and clear bright color, are full of the swinging rhythm and spirit of the poems.

Our Times; the United States, 1900-1925.

III: *Pre-war America*, by Mark Sullivan. New York: Scribner, 1930. 586 pages illus. \$5.00.

The title of this third volume is misleading, for it is a further study of the first decade of the century, mostly of the conditions during 1906-1908. The same shrewd choice of detail and illustration that made the previous books (*Booklist* 22:369, Je 26; 24:112, D 27) such lively and popular reading appears again, and we are told about Roosevelt and Taft, the railroads, business scandals, the conquest of the hookworm, and the songs, books, and plays that were the current best sellers.

Poetry at Present, by Charles Williams. New York: Oxford University Press, 1930. 216 pages. \$2.50.

An excellent introduction to the work of sixteen contemporary poets who in the author's opinion have, in however small an extent, enlarged the boundaries of English verse. The criticism is acute and discriminating, and may well lead to further reading of the poets. *Contents*: Thomas Hardy—Robert Bridges—A. E. Housman—Rudyard Kipling—W. B. Yeats—W. H. Davies—Walter de la Mare—G. K. Chesterton—John Masefield—Ralph Hodgson—Wilfrid Gibson—Lascelles Abercrombie—T. S. Eliot—Edith, Osbert, and Sacheverell Sitwell—Robert Graves—Edmund Blunden.

BOOK REVIEWS

Commercial Clubs, by ARCHIBALD ALAN BOWLE. New York: The Gregg Publishing Company, 1926, 232 pages.

Commercial Clubs is designed to serve as a guide in organizing and conducting clubs, dramatics, assemblies, and other similar activities among commercial pupils. The author has presented some very valuable material in the field of socialized procedure in commercial education. Part I deals with the procedures to be followed in organizing committees, clubs, and other units. Part II consists largely of useful illustrative material which surveys the essential activities that are undertaken by persons engaged in office and other commercial work. The illustrations are concrete and dramatic. Part III presents a series of short plays composed to illustrate various aspects of commercial life. The book is stimulating and enlightening, and should be of distinct value to commercial teachers.

A. D. W.

General Business Science, by LLOYD L. JONES and LLOYD BERTSCH. New York: The Gregg Publishing Company, 1930, xvi+604 pages.

Since the junior-business-training movement started the materials and content of the junior commerce course have been largely vocational, as though it were almost exclusively a job-training course. As a result young students were often encouraged to leave school rather than to remain until their education and maturity were such as to give reasonable assurance of their ability to lead useful and happy lives as members of the business community.

The realization of the need for a more adequate adjustment between the junior commerce curriculum and the junior-high-school objectives led to the coöperative study, the outcomes of which are embodied in this book. The public-school officials and teachers of Cleveland joined forces with one group of the Cleveland Chapter of the National Association of Credit Men to investigate the problem of curriculum content for junior business courses. The results are very fully set forth in a series of chapters dealing with various aspects of business life and activity and with specific character traits and skills needed in securing and successfully holding business appointments. As a means of building knowledge, appreciation, and understanding of modern business functions and

BOOK REVIEWS

services on a social-science foundation, this book should be of very great value to teachers.

A. D. W.

The Use of Practice Exercises in the Teaching of Capitalization and Punctuation, by JOHN PAUL LEONARD. Teachers College Contributions to Education, No. 372. New York: Bureau of Publications, Teachers College, Columbia University, 1930, 78 pages.

Report of an experiment made with ninety-eight pupils in the eighth and ninth grades of the Ethical Culture School in New York City. The primary purpose was "to determine whether the use of practice exercise in the nature of proof reading, error corrections, and dictation practice materials improves pupils' ability to write compositions free from errors."

The usual experimental and control groups were used. Both groups were given initial standardized tests in these writing mechanics and also wrote compositions. The experimental group was then given specific practice work, designed by the experimenter, for eleven lesson periods; the control group was subjected to a variety of exercises, some of them quite general, but all of them commonly used in the schools. The difference between the two types of learning activity was that the first was very specific. The tests were again administered and the compositions written.

Both groups showed significant improvement. But in nearly every detail the experimental group surpassed the control group. The implication is that the specific exercises in proof reading, error, correction, and dictation are superior to the new general, indirect, and varied exercises and studies of rules, etc.

The experiment is convincing and the general conclusions acceptable. The reviewer poses only two questions; first, Did not taking the children into the investigator's confidence predispose them to labor for results favorable to the experiment? Second, Would not comparison and control have been more reliable if the control group had had this learning concentrated on a few activities (as was the case with the experimental group) rather than diffused over a considerable number?

W. B.

Supervised Student-Teaching, by A. R. MEAD. New York: Johnson Publishing Company, 1930, xxii+891 pages.

In *Supervised Student-Teaching*, Professor Mead has set forth in a very thorough manner an organization of the field of student teaching, a statement of principles of procedure, and a program for the guidance of professional workers. Part I deals with introductory data, definitions of problems, and the basic theory. Part II describes the actual work of student teaching. Part III is a study of larger administrative problems.

The treatment of the various subdivisions of these topics is scholarly and comprehensive. Full consideration is given to such matters as the ethics of student teaching, the values of the study of teaching by observation and by participation, the typical activities of the student teacher, plans for selecting properly qualified students for training, the staff of the laboratory school, and other important phases of the work.

The book should be of great value to every supervisor of student teaching. It makes available a mass of material hitherto accessible only in the form of scattered treatises.

A. D. W.

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